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ABSTRACT

In a broad-based survey to determine what community colleges are doing to publicize adult and continuing education programs and the effectiveness of that publicity, administrators ranked the following dissemination methods in order of importance: course schedules, newspaper advertisements, newspaper stories, program flyers, and word of mouth. Word of mouth was ranked highest by 24.7% of adult students, followed by course schedules (21.3%), college catalogs (21.0%), and flyers (12.8%), with newspaper advertisements and stories, and direct contact with the college comprising the remainder. Newspaper advertisements and stories were ranked highest by adult non-students, while 73.3% of businesses indicated that the colleges informed them of course offerings primarily through catalogs and flyers. The study gives a profile of adult students and non-students by sex, marital status, age, race, student status, and income. It also includes administrator projections of the socio-economic groups reached by various methods, reasons for adult participation, business educational incentives, and separate data for Parkland College that showed significant differences from the norm. Questionnaires for each group are appended. (RT)

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RELATIVE EFFECTIVENESS OF DISSEMINATION PRACTICES USED BY ILLINOIS PUBLIC COMMUNITY COLLEGES IN ADULT AND CONTINUING EDUCATION

Monograph of a Sabbatical Study for
Parkland College, District 505
Champaign, IL 61820

Prepared by

Robert J. Hardig

April, 1977

JC 770 347

RELATIVE EFFECTIVENESS OF DISSEMINATION PRACTICES USED BY ILLINOIS PUBLIC COMMUNITY COLLEGES IN ADULT AND CONTINUING EDUCATION

by

Robert J. Hardig*

A copy of the entire study is available through the Parkland College Learning Resource Center, 2400 West Bradley Avenue, Champaign, IL 61820. A copy may be purchased for the cost of copying, postage, and handling by contacting Robert J. Hardig at the college.

The purpose of this study was to investigate the relative effectiveness of dissemination practices used by six Illinois public community colleges to inform adults of course offerings made available to all the people in that community. The six community colleges used in the study were Olney Central College, Parkland College, Rend Lake College, Richland Community College, Wilbur Wright College, and William Rainey Harper College. These colleges were selected for their varied size, community setting, and proportion of population served by these college districts. Adult and continuing education administrators from each of the community colleges in Illinois and selected adult students, non-participating adults, and businesses from the six community college districts selected were surveyed for this study.

Summary

The adult and continuing education administrators were asked to indicate the importance of various personnel in the dissemination of information to the people of the district. In addition to the expected importance of the personnel in continuing education, teachers of the courses, college community information personnel and the departmental/divisional chairpersons, advisory committees, students, the registration center, and community coordinators were mentioned. With the growing use of community coordinators in states such as Ohio and Wisconsin, a similar result seems likely in Illinois (especially in the community college districts serving large areas.)

The administrators were asked to rank the five most important dissemination methods used by their colleges. By weighted average they were: 1. course schedules, 2. newspaper advertisements, 3. newspaper news story, 4. flyers concerning

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courses, and 5. word of mouth. When the administrators were asked to indicate how often they used each of the dissemination methods to "publicize" the course offerings, the order was changed somewhat with two additional methods being frequently cited--college catalog and queries to the college for information.

I compared the responses of the administrators regarding the best informed socio-economic group and their responses both to how they ranked each of the dissemination methods given in the questionnaire and to how frequently their colleges used each of the dissemination methods. In both cases when the data from each of these questions were compared with the socio-economic group best informed by each of these dissemination methods, in the opinion of the adult and continuing education administrators, the middle socio-economic status group had the overwhelming advantage. Since these people are the ones most interested and likely to enroll, the logical course of action is to direct "publicity" to those people. (However, continued use of this technique makes this a "self-fulfilling prophecy.")

How did frequency of usage for the dissemination practices by the administrators compare with the ways in which adult students and non-participants indicated learning of course offerings at the community colleges? The ways in which adult students and non-participants learned of course offerings at the college had an order for frequency of being cited very similar to the order cited by the administrators. In some cases the percentages varied a great deal. One, in particular, was the number of Parkland adult students stating that they learned of the course offerings from the course schedule (82.8%) and the college catalog (89.7%). While these two sources were most frequently mentioned by adult students from all six schools, the percentage citing course schedules was 63.7% and for college catalogs the percentage was 59.0%.

In the questionnaires to the adult students (and the non-participants) the "source of information" section contained a breakdown of the word-of-mouth category--in order to gather more specific data.

When the sub-categories of that section were combined for the way in which adult students first learned of course offerings at the community college, word-of-mouth was the most frequently cited source (35.4%). The sub-categories were:

1. Lecture about course--0.5%
2. Announcement at a meeting--1.1%
3. Teacher or counselor at the college--5.8%
4. Friend or neighbor--14.1%
5. Relative--5.3%
6. Employer or supervisor--3.1%
7. Co-worker--5.5%

"Friend or neighbor" was the most influential sub-category. Of the adult students at Parkland, three sources were, by far, the most frequently mentioned as first sources: word-of-mouth (37.5%), college catalog (30.2%), and course schedule (17.7%). Together these three sources represent 85.4% of the responses. None of the students at Parkland identified "flyer concerning a course" as most important while 10.5% of the total sample cited it as a first source.

All of the sources of information which are identified by the adult students and the first source of information which they reported receiving course information

from are important. Perhaps the most significant findings concern the "most important source of information." For the adult students in all six colleges surveyed, the following ranking of the most important source of information was obtained.

(2)* 1. Word of mouth (24.7%)
   a. Lecture about course--0.3%
   b. Announcement at a meeting--1.1%
   c. Teacher or counselor at college--8.5%
   d. Friend or neighbor--8.6%
   e. Relative--2.5%
   f. Employer or supervisor--2.0%
   g. Co-worker--1.7%

(1) 2. Course schedule (21.3%)

(4) 3. College catalog (21.0%)

(5) 4. Flyer concerning course (12.8%)

(7) 5. Newspaper advertisement (7.6%)

(6) Contacted college for information (7.6%)

(3) 7. Newspaper news story (3.4%)

*Ranking by frequency of usage by administrators

While the percentages may seem low for newspaper advertisements, queries to the college for information, and newspaper news story, the important points are that only newspaper advertising, of those three sources, involved direct expense to the college; and, while only 7.6% indicated that source to be the most important source of information, 47.2% of the adult students indicated the newspaper advertisements as one way in which they learned of the course offerings.

One further point about expenses: the flyers concerning courses and the newspaper advertisements are the only two sources which can be said to be direct expenses principally for the adult and continuing education program--of the seven most frequently used methods of information dissemination.

There were only six sources identified as the most important sources of information by Parkland adult students. They were:

(4)* 1. College catalog (43.2%)

(2) 2. Word of mouth (28.6%)
   a. Lecture about course--0.0%
   b. Announcement at a meeting--1.1%
   c. Teacher or counselor at college--20.0%
   d. Friend or neighbor--3.2%
   e. Relative--1.1%
   f. Employer or supervisor--1.1%
   g. Co-worker--2.1%

(1) 3. Course schedule (17.9%)

(7) 4. Newspaper advertisement (4.2%)

(6) Contacted college for information (4.2%)

(3) 6. Newspaper news story (1.1%)

*Ranking by frequency of usage by administrators

The extremely high frequency of reference to the college catalog by the adult students at Parkland is puzzling. The college catalog was cited by 59.0% of all adult students surveyed and 89.7% of adult students surveyed at Parkland as a way they learned of course offerings. As the first way to have learned of course offerings at all colleges surveyed, it received 14.9% in the total sample and at Parkland 30.2%. Finally, as the most important source, the college catalog was cited by 21.0% of all adult students surveyed while at Parkland it was rated by 43.2% of the adult students. I have three possible explanations for that tremendous difference. One possibility is that the distribution of college catalogs to prospective adult students is more effectively accomplished at Parkland. The second possibility is that the appearance of the Parkland catalog brings it to the attention of more people. The third is that because there were a large number of returning adult students surveyed at Parkland (85.1%), they would be somewhat more likely to have a college catalog than would new students. In any case, the catalog is getting the attention of the adult students in the Parkland district.

On the other hand, the "flyer concerning course offerings" was indicated by 25.9% of the adult students at Parkland as being a way in which they learned of a course offering while 40.9% of all adult students surveyed learned of courses in this manner. Ten and one half percent of them indicated that method to be their first source of information about the course while none made such an indication at Parkland. This result is even more important when one realizes that this dissemination method is regularly used at Parkland and is considered to be the fourth most important dissemination method used by the college.

One other item is noteworthy concerning the most important sources of information. While many of the percentages for the sub-categories of word-of-mouth were below the total percentage for all six colleges, teachers and counselors at Parkland were cited by 20.0% of the adult students surveyed as being the most important source of information for their enrolling in courses. This percentage was much higher than the 8.5% for all six colleges. At Parkland 16.7% of the students reported that they first learned of course offerings through teachers and counselors as compared to 5.8% for all six colleges. As a means of learning of course offerings, 39.7% included teachers and counselors at Parkland while 22.9% did so for the six colleges.

I also examined the most important sources of information by separating the students into groups of new and returning students. New students at the colleges were more likely to consider a flyer on a course and a friend or neighbor to be the most important source of information, while the returning adult students were better informed by college catalogs, course schedules, and teachers or counselors at the college.

When the most important sources of information concerning course offerings were examined with the adult students separated into male and female groups, the males more often considered the college catalog and teachers or counselors at the college to be the most important sources of information; the females tended to rely more on a flyer for a course.

I asked the adult students to identify different dissemination methods regarding the colleges' course offerings which had <u>discouraged</u> them from enrolling. For all six colleges there were 8.8% of the adult students surveyed who so indicated. Some Parkland students were discouraged by the college catalog (13.8%), course

schedules (14.7%), teacher or counselor at the college (13.85%), and friend or neighbor (18.1%). These percentages are all at least 8.7% higher than the percentages for the adult students in all six colleges surveyed. In 14 of the 20 dissemination methods studied, Parkland had a higher percentage of adult students who have been discouraged from enrolling than there was in all six colleges surveyed. The results might be clouded by the relatively small sample size of 116 adult students at Parkland, and the results seem in direct conflict with previous discussion of data. This area needs further study.

With regard to the employment of adult students, I found that over half (57.4%) were employed in professional and clerical positions. While the number for all six colleges was virtually equal, the number of people holding professional positions was almost double the number of persons with clerical positions.

Most of the adult students surveyed expressed more than one reason for taking a course, with "becoming better informed," "meet new and interesting people," "get better training for a job," "prepare for a new job," and "escape daily routine" being mentioned most often. These adults were also asked to identify any courses not currently being offered by the college which they would like to take. These courses were separated into four categories which were: personal improvement, general studies, vocational, and hobby/recreational. While the number of requests were relatively equal for all four, vocational courses were mentioned most often. An interesting study of this type of information would be to find out if the courses requested by such a student were actually being offered or had recently been offered without his or her knowledge.

I constructed a profile of the adult student: white middle class married female between the ages of 20-49, whose family income is over $10,000 per year.

The non-participant who had never participated in any type of adult education activity through the college or any other agency was less likely to be as well informed of the course offerings at the college than those who had some record of participation. Of the non-participants indicating that they were well informed, 67.5% of those had participated in adult education activities, and 47.5% had taken adult education courses at the college.

The interest of non-participants in learning more about the course offerings at the college was not great but not all that discouraging. There were 16.1% who indicated a strong interest; 28.3% were somewhat interested; another 28.3% were not very interested; and 27.3% were not at all interested.

In another aspect of this study, the results for Parkland were better than for all six colleges as a group. That is, adult students and non-participants surveyed were asked to identify ways in which the colleges could better inform them of course offerings. While 14.9% of all adult students surveyed indicated a need for improvement, only 4.3% of the adult students at Parkland made suggestions to better inform them of course offerings. The non-participants for all six college districts surveyed were asked the same question; 13.2% offered suggested improvements. Only 8.6% of the non-participants in the Parkland district suggested better ways to inform them of course offerings at the college.

In the telephone survey to the businesses, I succeeded in contacting a wide range of businesses: they ranged from companies manufacturing candy, shoes, garments,

and toys to a savings and loan institution, a real estate office, and a hospital. The educational incentive programs ranged from nothing to very generous. Most of the businesses interviewed had some type of incentive program, the most common being the reimbursement of part or all of tuition costs for courses related to the employee's job.

Most of the businesses were very interested in being informed of the offerings of the college that might be of benefit to them. Seventy-three and three tenths percent of the businesses were receiving some information from the college. Of those who were not receiving information, four asked me to have them put on the colleges' mailing lists, so I informed that particular community college of their interest.

In most cases, if a business was receiving materials from the college, the management seemed to have a plan for informing employees of the materials. Usually information was posted on the bulletin boards or placed in an area where all employees could look at the material--60.0% of the businesses surveyed used one or both of these methods.

The individual interviewed was asked how well-informed were the employees of the business regarding course offerings at the college. There were 62.2% who felt their employees were either very well-informed or somewhat well-informed.

The individual interviewed was also asked if there was a better way to inform the business of course offerings at the college; 28.0% so indicated.

Conclusions

The following conclusions were drawn from this study:

1. Word-of-mouth publicity by satisfied students and others who recommend the college is capable of bringing more adult students to the college than any other publicizing method.

2. Newspapers, course flyers, course schedules, and college catalogs are very important sources of information to the potential adult student. These sources of information are considered by over 65% of the adult students to be the most important.

3. Radio, television, posters, billboards, and announcements at meetings reach a small proportion of the adult students who enroll.

4. The best possible publicity campaign will not be good enough to bring in many of the non-participants who might really need the course being offered.

5. The majority of businesses and their employees are informed of the course offerings of the college; however, a continual up-date of mailing lists is essential.

On the basis of the summary and conclusions, I have these recommendations:

1. All the personnel who deal with the adult students, especially the registration center, teachers, and counselors should be made aware of their impact on these individuals. A satisfied "customer" should be our goal.

2. Information about the adult and continuing education program should be given to people or groups in and outside the college who might be in a position to recommend courses to adults within the district.

3. In addition to the "tried and true" dissemination methods, the adult and continuing education administrators must be ever mindful of the uniqueness of his or her district for additional methods which might be of great value only in that district.

4. Because almost half of the adult students surveyed (49.6%) had contacted the college for information, the college should be certain that the teachers and/or staff members know the information asked for or know to whom to refer them for the answer.

5. The extensive use of course flyers at Parkland should be investigated. Perhaps the courses surveyed were not ones having a flyer distributed, or there may be other logical explanations for the lack of response to this dissemination method at Parkland.

6. A better understanding is needed of the influence of the college catalog and the teachers and counselors at Parkland College on adult students. Many adult students at Parkland indicated that these two sources of information were the most important for enrollment, while a relatively high percentage--when compared to totals for all six colleges--were discouraged from enrolling in courses by these sources.

7. The feasibility of implementing one or more of the suggestions made by businesses to better inform them of the course offerings of the college should be studied.

8. Each adult and continuing education administrator needs to investigate the possible use of community coordinators and determine their professional relationship with that college.

9. An effort must be made in the elementary schools, high schools, and post-secondary institutions to stress the importance of life-long education. The full-scale adoption of the career education concept in our schools would include such a philosophy. Such a development would mean that more people from many and diverse backgrounds would be interested in taking advantage of adult education opportunities.

Several results of this study lead me to make recommendations for further study. Any one of the areas of this study--adult students, non-participants, and businesses--could easily occupy a researcher in deeper analysis of not only what happened but also why. While I felt I learned a great deal from this study, I could only scratch the surface of the information available.

Hopefully, while much is yet to be learned about the dissemination of information regarding community college course offerings in adult and continuing education, all community college personnel better understand the important role we play in meeting the needs of the people.

RELATIVE EFFECTIVENESS OF DISSEMINATION PRACTICES USED BY ILLINOIS PUBLIC COMMUNITY COLLEGES IN ADULT AND CONTINUING EDUCATION

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A Sabbatical Study for
Parkland College, District 505
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RJH

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CHAPTER ONE

INTRODUCTION

To understand the importance of adult and continuing education today, an examination of the development of adult and continuing education during the past several years is helpful.

In 1919, the Adult Education Committee of the British Ministry of Reconstruction issued a report which marked the beginning of a new era in adult education in Great Britain and the United States. Webster E. Cotton (1968) summarized this report as follows:

> The necessary conclusion is that adult education must not be regarded as a luxury for a few exceptional persons here and there nor as a thing which concerns only a short span of early manhood, but that adult education is a permanent national necessity, an inseparable aspect of citizenship, and therefore should be both universal and life long.

This concept of universal and life-long education has remained an important aspect of education.

Cotton characterized the modern era of adult education by three periods of growth. The first period (1919-1929) was one of idealism. It was a time of social reform, social reconstruction, and social progress; numerous professional associations for adult education began to emerge. The American Association for Adult Education was established in 1926.

The second period (1930-1946) was a time of adjustment in which ideals were judged in realistic terms. The adult educators were writing and urging more specific definition and description of adult education. During the early 1930's, the first graduate program for adult education was established at Columbia University.

The most recent period began in 1947. Since that time, there has been an intensified movement for greater professionalism and institutionalization. A move for greater expansion of graduate programs in adult education, the establishment of the Commission of Professors of Adult Education, the beginning of a National Seminar for Adult Education Research, and large amounts of written material concerned with definitions and delineations of adult education represent this latest period of the modern era of adult education in the United States.

Jerome Ziegler's (1966, p. 131) definition of adult education lists all the ways and places in which an adult may learn.

> The credit and non-credit or 'informal' courses at all institutions of higher education open to adults; programs of public schools, evening high schools and junior colleges; the secretarial and vocational work offered at commercial schools; the technical and management courses given by technical institutions and professional graduate schools as well as by business, religious, fraternal, professional and public affairs organizations, associations and clubs; the religious education, public affairs forums, and creative arts courses to be found in many churches and synagogues, the lectures, films, discussion groups, art fairs and music festivals offered by public libraries, museums, and other civic institutions; the home demonstration and technical-agricultural work provided by the Cooperative Extension Service; the courses offered by government agencies and the armed forces to government employees (and others); the field of community development; education by television, the Commercial Correspondence schools and home-study departments of many universities; and finally, the enormous and increasing amount of independent self-study or self-education.

Importance of the Problem

During the past few years, the community colleges have been broadening their offerings to adults in many areas of education. This has been made possible by at least three major factors:

1. The Vocational Act of 1963 and the Vocational Amendments of 1968 have provided additional monies for post-secondary education and widened the scope to include adult education.

2. The community college districts have wider tax bases than the high school districts so that the college can be more things to more people.

3. The "open door" policy of the community colleges allows any adult with an interest in a course to register.

We must consider other factors which influence a potential adult learner's registering for and taking a course or courses. Certainly the courses must meet the needs of the potential adult learner, but also the potential adult learner must know that these courses are being offered. As Knox (1967, p. 36) stated:

> When adult educators want to prepare a planned recruitment effort, it becomes important to obtain needed information about the target population of potential participants as a basis for selecting the content and channels that will be most effective in attracting adults to enroll and persist in the educational program.

Here he indicates that publicity is important but knowing the target population and the best way to inform that population of the course offerings is a necessity.

Because of compulsory education in the public school system, "publicity" has been an unfamiliar term to most public school officials. While the elementary and secondary schools were directly affected by the school attendance laws, the community colleges and four-year colleges and universities were bursting at the seams during the 60's, a result of the post-World War II baby boom and the widespread belief in the importance of getting a college education.

Unlike the situation in compulsory education, the prospective adult and continuing education student does have a choice of either taking a

course or not. Bergevin (1967, p. 104) indicated that this voluntary nature of most adult and continuing educational programs presents a particular challenge to those who promote those programs. Adults have to be shown the value that learning would have for them. This can generally be accomplished in properly-conducted adult and continuing education programs. However, one of the first major problems is to encourage the adults to enroll. Different programs, communities, and situations demand diverse solutions.

Adult and continuing education courses must be offered and promoted based on the needs of the community. A well-planned and well-developed publicity campaign is necessary and, in order to do a good job, we need an understanding of the various methods of reaching different groups of people.

Statement of the Problem

There are five primary objectives for this study of adult and continuing education. These objectives are:

1. To determine the methods used by community colleges to disseminate information regarding their courses and programs to prospective adult students.

2. To determine how adult students enrolled in community college adult and continuing education course offerings were informed of the courses in which they are currently enrolled.

3. To determine the relative effectiveness of various methods of dissemination as they relate to other variables (e.g., new or returning student, students' socio-economic status, marital status, age, and sex).

4. To determine how well-informed are non-participating adults of the community college district regarding course offerings available to them.

5. To determine how well informed are the major businesses and/or industries in the community college district concerning course offerings available to their employees.

Specifically, the following steps relate to the problem of the study:

1. Determine the methods used by community colleges to disseminate information regarding adult and continuing education course offerings.

   a. Identify who is responsible for the dissemination of this information.

   b. Determine the relative frequency of usage for each of the methods used to disseminate the information.

   c. Identify dissemination practices which attempt to reach various target populations.

   d. Determine if there are differences in the methods used to disseminate information about adult and continuing education courses for different programs (e.g., vocational education versus other areas such as arts and sciences).

   e. Determine any differences that exist in methods used to disseminate information about adult and continuing education courses dependent upon the time of year during which the course is offered (e.g., fall versus spring semester or a half-semester course).

2. Determine how adult students enrolled in these community college adult and continuing education course offerings were informed of the courses in which they are currently enrolled.

a. Determine the sources of information which influenced the adult students to enroll.

1. Determine the most important source of information which influenced the adult students to enroll.

2. Determine how the adult students first learned of the course in which they are enrolled.

3. Determine whether the adult students have ever been discouraged from enrolling in any course by any source of information.

b. Determine if there are better methods of informing the adults of course offerings as seen by adult students.

3. Determine the relative effectiveness of various methods of dissemination as they relate to other variables concerning the adult student.

a. Determine the reasons for which adult students take the courses.

b. Identify new or returning adult students.

c. Identify the age of the adult students.

d. Identify the sex of the adult students.

e. Identify the race of the adult students.

f. Identify the marital status of the adult students.

4. Determine how well-informed are non-participating adults of the community college district regarding course offerings available to them.

a. Determine whether non-participants have ever taken adult and continuing education courses at the community college or through any other organization.

b. Determine how the non-participants have been informed of program/course offerings at the community college.

c. Determine how interested are non-participants with respect to learning more about the program and course offerings at the community college.

d. Determine how non-participants feel they could be better informed of course offerings.

5. Determine how well-informed are the major businesses and/or industries in the community college district of course offerings available to their employees.

a. Determine if the major businesses and/or industries in the community college district encourage their employees to take courses at the community college by paying tuition and/or aiding in promotions.

b. Determine how the major businesses and/or industries are informed of course offerings at the community college.

c. Determine how the major businesses and/or industries distribute information received from the community college to their employees.

d. Determine how well informed the major businesses and/or industries feel their employees are regarding the programs and course offerings of the community college.

e. Determine how the major businesses and/or industries feel they could be better informed of course offerings.

f. Determine the number of persons employed by each of the major businesses and/or industries surveyed.

Significance of the Study

Through the identification and determination of the relative effectiveness of dissemination practices used by Illinois public community colleges, the community colleges in Illinois and other adult education institutions might have the opportunity to compare their current publicity practices with those of similar institutions. By doing so, they may determine which practices are most frequently directed toward and perceived by different segments of the community and thereby improve their own communications with similar groups of people.

In addition to administrators, division/departmental chairpersons and adult educators could benefit from this study. Aker and Carpenter (1966) indicated that adult educators should strengthen their awareness of the relationship between providing courses which meet the needs of the community and an effective publicity campaign for these courses. Word-of-mouth advertising is very effective, so, of course, students should be provided valuable educational experiences that will lead them to recruit others.

The use of effective publicity for an adult and continuing education program will also help the community college to achieve two general objectives cited by Thatcher (1963).

1. To secure a community attitude which will create an atmosphere favorable for maximum service by the adult education program to the citizens.

2. To interpret to the community the adult education objectives and activities which will gain their support.

The accomplishment of these two major objectives will help the community college and the people within the district to develop a closer identity with each other. This, in turn, will improve their communication in both directions.

Assumptions

The assumptions which were inherent to this study include the following:

1. The adult and continuing education administrators, adult students, and the people called in the telephone surveys have answered the questions honestly and to the best of their ability.

2. While each community has unique characteristics, communities have more similarities than differences.

3. Publicity of course offerings is related to the course enrollments of adults.

Limitations

I identified the following limitations:

1. This study was bound by the limitations of telephone interviews and questionnaire surveys which were used for the data collection.

2. This study was limited to public community colleges in Illinois.

3. The findings of this study should not be used to make predictions about the relative effectiveness of disseminating information concerning course offerings in adult and continuing education in other geographic areas unless the physical and demographic characteristics are similar to those in this study.

Definitions

Terms to be defined for the purpose of this study are as follows:

Adult and Continuing Education Courses. The credit and non-credit courses offered in the evening by public community colleges in Illinois which have an enrollment primarily made up of adult students.

Adult Learner. A person who is enrolled in one or more community college courses who has not continued as a full-time student directly from high school.

Adult Student. A term to be used synonymously with adult learner.

Dissemination. A manner of publicity which attempts to spread or broadcast information to all district adults concerning adult and continuing education courses at the community college.

Non-participant. A person who has graduated from or dropped out of high school and who is not currently enrolled in a course or courses in a community college.

Public Community College. Two-year post-secondary educational institutions which are supported by federal, state, and local tax dollars. The purposes of the public community college are to provide:

1. Two-year degrees in vocational and technical education.
2. First two years of a baccalaureate degree.
3. Public service activities for the people within that district.
4. General studies courses to serve the full-time students and the adult students.
5. Community education credit or non-credit courses to meet the needs of the community.
6. Student support services available to all students of the college.

Target Population. A group of people sharing certain characteristics who might require special dissemination techniques and/or have special course needs.

CHAPTER TWO

RELATED LITERATURE

It is difficult to predict accurately the future of adult and continuing education. At present, adult and continuing education seems to be measuring up to the expectations of legislators, employers, and students. This is not to say that adult and continuing education has achieved perfection; in fact, adult and continuing education as a formal area of study is a relatively new field.

Adult and Continuing Education

A more detailed explanation of adult and continuing education is necessary to provide further insight, thus avoiding an ambiguous interpretation of this area of study. Bergevin (1967, pp. 5-6) describes the philosophies of adult and continuing education, and here are several of the philosophies which he supports:

1. Adult behavior can be changed to some extent;
2. Adults have untapped resources of creative potential that should be utilized;
3. Adults must be offered and helped to use the opportunity to act responsibly in the several facets of their adult lives: political, vocational, cultural, spiritual, and physical;
4. Every conscious adult can learn;
5. The nature of man is neither "good" nor "bad," but he is essentially an adaptable, educable person in a state of becoming as well as being and capable of a degree of excellence he rarely attains. There is room for individual action and will in his struggle for achievement;

6. Adults should assume the obligation to learn to become more productive citizens;

7. The means are as important as the ends.

The major task here seems to be to convince the prospective adult learners of the validity of these philosophies.

While few people would disagree with the value of adult and continuing education, the Advisory Council on Vocational Education (1968, p. 121) pointed out a very real problem in one area of adult and continuing education. A strong emphasis on prevocational training, growth of comprehensive high schools, programs for the disadvantaged, and other special needs groups makes it more difficult for administrators to remember their commitment to adult vocational education. Memory is not the only problem the administrators will likely always face; financial limitations make it necessary to establish priorities.

How are the adults reacting to courses which have been designed for them? Jennings (1975) indicates that adult vocational education students have increased 49% from fiscal 1965 to fiscal 1974. This represents a 5% increase per year. The only year that showed a slight decrease was 1970. There is every reason to believe that the current trend is one of growing enrollments. This means that more adults are taking advantage of opportunities available to them. This is good news for adult and continuing education.

Adult and continuing education and vocational education represent two areas which have achieved major recognition in the United States. While these two areas of education have differences, it is difficult to discuss adult and continuing education without direct reference to vocational education.

Bergevin (1967, pp. 30-31) has provided a listing of the major goals of adult education:

1. To help the learner achieve a degree of happiness and meaning in life;
2. To help the learner understand himself, his talents and limitations, and his relationships with other persons;
3. To help adults recognize and understand the need for life-long learning;
4. To provide conditions and opportunties to help the adult advance in the maturation process spiritually, culturally, physically, politically, and vocationally;
5. To provide, where needed, education for survivial, in literacy, vocational skills, and health measures.

As Bergevin pointed out, vocational education is not the only goal for adult education.

Vocational education is, however, an important part of an adult's continued education. Whether it be to develop, up-date, or increase skills and/or knowledge, this continuing education process is vital to future on-the-job success for adults. Howard Jordan indicated in his presentation at the 67th Annual AVA Convention as summarized by Hall (1974) that adult education is a life-long process.

> Failure of the individual to keep pace will relegate him to the ranks of an intellectual Edsel--quaint, perhaps even charming, but not very useful on the expressway of contemporary life.

Now, when technological change is accepted with a yawn, many adults will awaken to find their knowledge and skills becoming obsolete without periodic updates. In order to prevent this, Martin (1973) suggests that vocational education must be designed to prepare students for lifetime careers by creating an awareness of the probable necessity to adjust to

changing working patterns and the acceptance of necessary technological changes. The old cliché that a problem recognized is a problem half-solved accurately describes the adult who realizes a need to update knowledge and/or skills in his occupational area.

Looking at this problem from a broader perspective, Barton and Moore (1975) state that:

> Adult career education consists of planned, formal and informal learning experiences designed to change behavior of adults in order to help them attain personal goals with a focus on occupational goals.

Vocational education for adults does not just happen; it must be a well-planned effort on the part of the educational institutions to give the adults what they need.

Community Colleges

The community college is an educational institution which has witnessed a high rate of growth in adult and continuing education. Community colleges have for the last fifteen years (1960-75) undergone rather dramatic changes. Jennings (1975) reports that community colleges grew in number from 678 in 1960 to 1203 in 1975. He also states that the primary goal of community college students in the early 60's was transfer to a senior institution (87% of community college students in 1965). In 1975 almost 50% were transfer students and about 50% occupational enrollment. This trend supports the premise that vocational education has come of age.

While the percentage of occupational students enrolled in community colleges has been increasing, so has the total number of students enrolled, especially part-time students. Regarding trends in Illinois community

colleges, the Illinois Community College Board (1975, p. 35) reports the following:

> During the past decade the student enrollments in the community colleges of Illinois have been growing at a tremendous rate. Student headcount enrollments increased from 66,217 in the fall of 1965 to 267,349 in the fall of 1974 (an increase of over 400%) while student FTE enrollments increased from 35,766 in the fall of 1965 to 125,879 in the fall of 1974 (an increase of over 350%). Even during recent years when many colleges and universities throughout the state and the nation began to experience enrollment decreases, the public community colleges of Illinois continued to grow at a substantial rate. For example, the percent of annual increase in fall term student headcount enrollments in the Illinois community colleges was 18% in 1970, 12% in 1971, 11% in 1972, 21% in 1973, and 19% in 1974.

This all sounds very good for the community colleges. However, this growth creates a problem all too familiar to education. The Board goes on to report:

> This tremendous rate of growth in student enrollments has caused some serious problems in the community colleges in terms of providing enough resources and facilities to take care of the additional students. However, adjustments to lower enrollments present even a more serious problem to institutions of higher education and planning for lower enrollments requires many immediate and difficult decisions.

Even by ignoring the obvious and ever-present problem of funding, future planning is a problem in itself. Community colleges are dealing with this very delicate situation by using temporary facilities and hiring part-time instructors, both on an as-needed basis. This seems to be a sound approach to dealing with this two-sided problem.

The Advisory Council on Vocational Education (1968, p. 121) presents another potential problem for the community college movement: great emphasis on vocational program development is needed. Community colleges must avoid the mere duplication of high school programs or the opposite

situation of having only status programs which ignore the needs of many students who should be served by the institution. While the Council's statement concerns vocational education, all unnecessary duplication should be avoided. This means that cooperation and articulation among all adult and continuing education agencies within each community college district is necessary.

If the community colleges of Illinois strive to fulfill the basic purposes and functions of a comprehensive public community college, this potential problem should be avoidable. The Illinois Community College Board (1975, p. 10) has outlined these basic purposes and functions of comprehensive public community colleges:

1. Provide the first two years of baccalaureate education consisting of liberal arts, sciences, and pre-professional fields designed to prepare students for transfer to four-year colleges and universities and/or designed to meet individual educational goals.

2. Provide career education including occupational, vocational technical, and semi-technical fields designed to provide job training, retraining, and/or upgrading of skills to meet individual, local, and state manpower needs.

3. Provide general studies, including preparatory or developmental instruction, adult basic education, and general education designed to meet individual educational goals.

4. Provide community education, including non-credit adult continuing education classes, designed to meet individual educational goals.

5. Provide public service activities of an educational nature which may include workshops, seminars, forums, cultural enrichment, community surveys, facility usage, and studies designed to meet community service needs.

6. Provide student support services designed to reflect the programmatic development and direction of the institution, including, but not limited to, admissions, counseling, testing, tutoring, placement, and special assistance for disadvantaged students.

These purposes and functions of the public community colleges have large areas of overlap. Together they represent a sizeable commitment to the citizens of the community college districts.

Needs Assessment

For adult and continuing education the problem of offering courses and programs which meet the many needs of potential adult learners can easily lead to a circular discussion. London and Wenkert (1963, p. 26) summarized the whole problem by asking whether we give them (the adults) what they want or give them what they need. This dilemma is also noted by others such as Brunner, Wilder, Kirchner, and Newberry (1967, pp. 81-82). Brunner, et. al. (1967, p. 116) stated that adults not involved by either formally organized adult education or by formal associations are participants in various types of informal organizations. This may well indicate that if educational institutions do not meet the needs of adults, these adults will seek help elsewhere.

In an attempt to operate an effective program for adults, Bergevin (1967, p. 141) states that needs and interests of the adult learner must be considered. We must also try to discover and meet his real needs in relation to his social order. From this stand, one could reasonably assume that Bergevin would prefer first to get the adult enrolled based on some felt need or interest and help that person develop from that point to other areas of need.

In his article on community college adult and continuing education, Grote (1974) concludes that "adult and continuing education" has no one meaning for all adults. Rather, it is based on needs, interest, and

demands of the adult population being served. It also provides a way for adults to enter or re-enter the educational process. The educational institution is faced with a real challenge in helping these adults with diversified needs, interests, and demands.

Dissemination of Program Information

In reviewing enrollment figures for adult vocational education, Brunner, et. al. (1967, p. 95) reports that only approximately 2.75% of the out-of-school population above the age of 14 is participating in a formal educational setting. The figures from year to year will, of course, vary. It is apparent, however, that there are people who are in need of adult and continuing education courses who are not enrolled in such a program. There are many reasons for participation or non-participation; they are related to the occupational, educational, cultural, religious, and family characteristics of the potential adult learner (Brunner, et. al. 1967, p. 109).

Before an adult can decide whether or not to participate in an adult and continuing education program, he must know that such a program is available to him. Axford (1969, p. 158) states that although a community college may have one of the best programs in the world, it is of little value if no one knows about it.

Booth and Knox (1967) recognized that mass media are necessary to transmit specific information about a program to the intended clientele. Talking with others about the program seemed to be an important part in deciding whether or not to participate. In addition, London (1967, p. 131) points out that the existing image of adult education in the community seldom reveals its increasing importance to the community and the total society. On a modest scale, the adult educator must be aware of the

existing image which he is projecting and find ways of making a more favorable impression. The 1974 National University Extension Association annual meeting focused on the theme, "Marketing Continuing Education." At every meeting educators stressed the need for adult and continuing education administrators to use professional marketers or to develop marketing skills within their own staffs (Buchanan and Barksdale, 1974).

In general, mass media and mass communications are becoming more and more important in our society, according to London (1964, p. 127), but there is little reliable knowledge about their exact nature and effects. Also, Booth and Knox (1967) point out that "The extent to which mass communicated information is important for a person in his decision to enroll in a formal adult education program has not been extensively explored."

London (1964, p. 127) indicates that the concept of "reference group" is an important influence to consider not only with respect to mass communications but also because it provides a better understanding of human behavior. To understand a person better, one must try to understand his perspective, which chiefly comes from the group with which he relates psychologically and which provides the frame of reference that guides his behavior. With a better understanding of individuals and their reference group, it is reasonable to assume that better publicity for an educational program for adults may be achieved.

By achieving this understanding of the community served, programs may be accurately aimed at target populations (Brunner, 1967, pp. 250, 251). Based on that knowledge of target populations, the following techniques might be used to improve the publicity efficiency of the educational institution:

1. Special groups. Klapper (1960, p. 103) states that audiences of specialized publications seem to regard that publication as voicing their own personal interests, and they are more likely to accept its advice.

2. Opinion leaders. The mass media seem to be the best method to reach these people who are instrumental in getting information to members of his or her group associates (Klapper, 1960, p. 95).

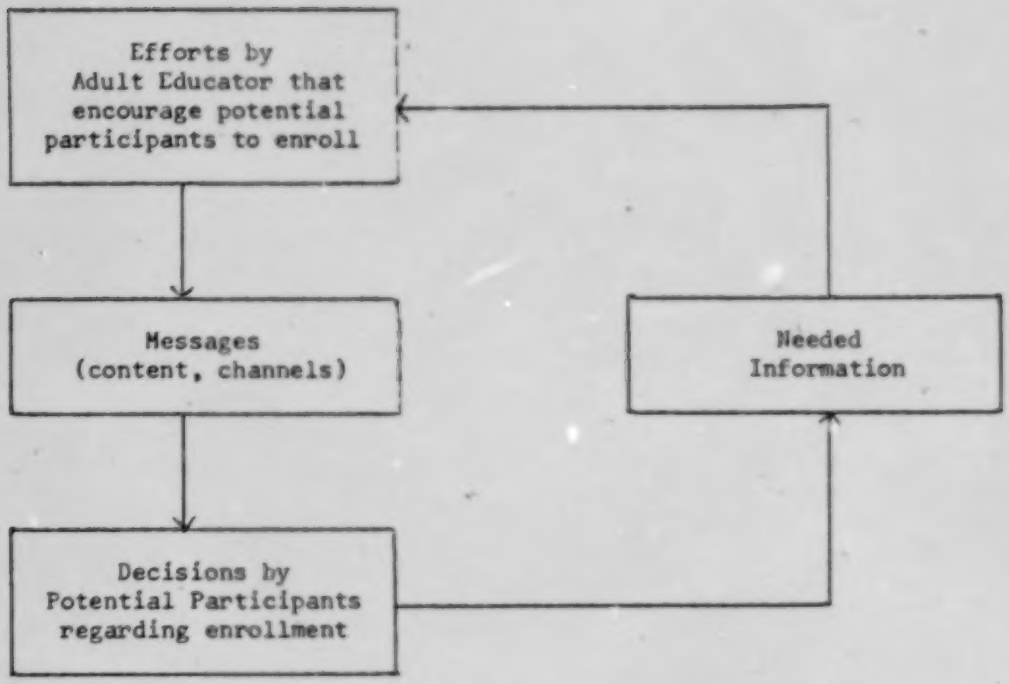
3. Chains of communication. Groups have a great potential for significantly contributing to adult education. Such networks are effective means of establishing two-way communications (Brunner, et. al. 1967, p. 223).

A planned recruitment effort as explained by Knox (1967, p. 36) summarizes the results of knowing the target population. The adult educator can take needed information regarding the target population and use that as a basis for selecting the content and channels that will be most effective in attracting adults to enroll in the educational program. This approach is represented by the Basic Communication Model as presented by Knox. (The model is illustrated on the following page.)

In the following statement, Brunner, et. al. (1967, p. 113) puts participation by adults into perspective:

> It is evident that the key to participation is the relationship of the individual to the group.
>
> Adult education for participation, therefore, must operate at two levels: (1) the level of the individual member in order to strengthen or change the individual's conception of the purpose, structure and function of the group; (2) the level of the group in order to bring the realization of the need for change to those who have influence over major decisions.

Basic Communication Model



Brunner, et. al. (1967, p. 102) summarizes other research with respect to factors associated with social participation characteristics of participants. This research seems to indicate that occupation, income, amount of schooling, age, sex, family cycle, length of residence, urban-rural-suburban differences, cultural background, and religion are important factors. These factors are "static" because they cannot be readily changed through the efforts of any particular organization or agency. They are of interest to the adult educator because they indicate the patterns of social participation in the community. If the adult educator can identify how these characteristics are distributed, both proportionately and spatially in a particular community, he can, within

certain limits, organize programs and promotion using these behavior patterns.

In addition to these "static factors," Brunner, et. al. (1967, p. 112) summarizes the "dynamic factors" which affect adult participation. These include the image, derived benefits, knowledge, decision-making role, responsibility, identity, and friendships that the participant has with the organization. These factors are important to the adult educator because they define the relationship of the individual to the organization and because group members, leaders, and professional workers can bring about change in them. There is evidence that it is possible to bring about changes in participation by changing these "dynamic factors."

This and other studies seem to indicate that careful, detailed, and continuing studies of the population to be served and of existing patterns of organization and interaction must be made. Thomas Damon (1957, p. 76), in a study of dissemination practices in California for adult education, indicated a need to further define word-of-mouth sources. This would give a more accurate picture of the source. He also suggested that the new adult learner be identified separately from the returning adult student. In a general survey at Parkland College, Paul Kunkel (1973, p. 3) suggested that the effects of publicity after a prospective adult student has been contacted should be studied to determine how important these follow-up contacts are in the decision of an adult to attend.

An explanation of what a given program has to offer and how the prospective adult learner might benefit from enrolling in a given course represents an ideal form of publicity. It is, however, the potential adult learner who must, in the end, make the decision whether to take a continuing education course.

CHAPTER THREE

PROCEDURES USED IN THE STUDY

This study is descriptive; a descriptive study describes systematically the facts and characteristics of a given population, factually and accurately (Isaac, 1975, p. 18). In order to gain the kind of cooperation and response from this research effort necessary to provide meaningful results, I solicited and secured the endorsement of the Illinois Council of Public Community College Presidents (See Appendix A).

I used four different types of survey questionnaires in this study. One was designed for adult and continuing education administrators in each of 48 community colleges in Illinois. Another questionnaire was designed for use in selected classes of adult students in each of six selected Illinois public community colleges. I used telephone surveys to gather data from non-participants and from major businesses and/or industries in the six community college districts studied.

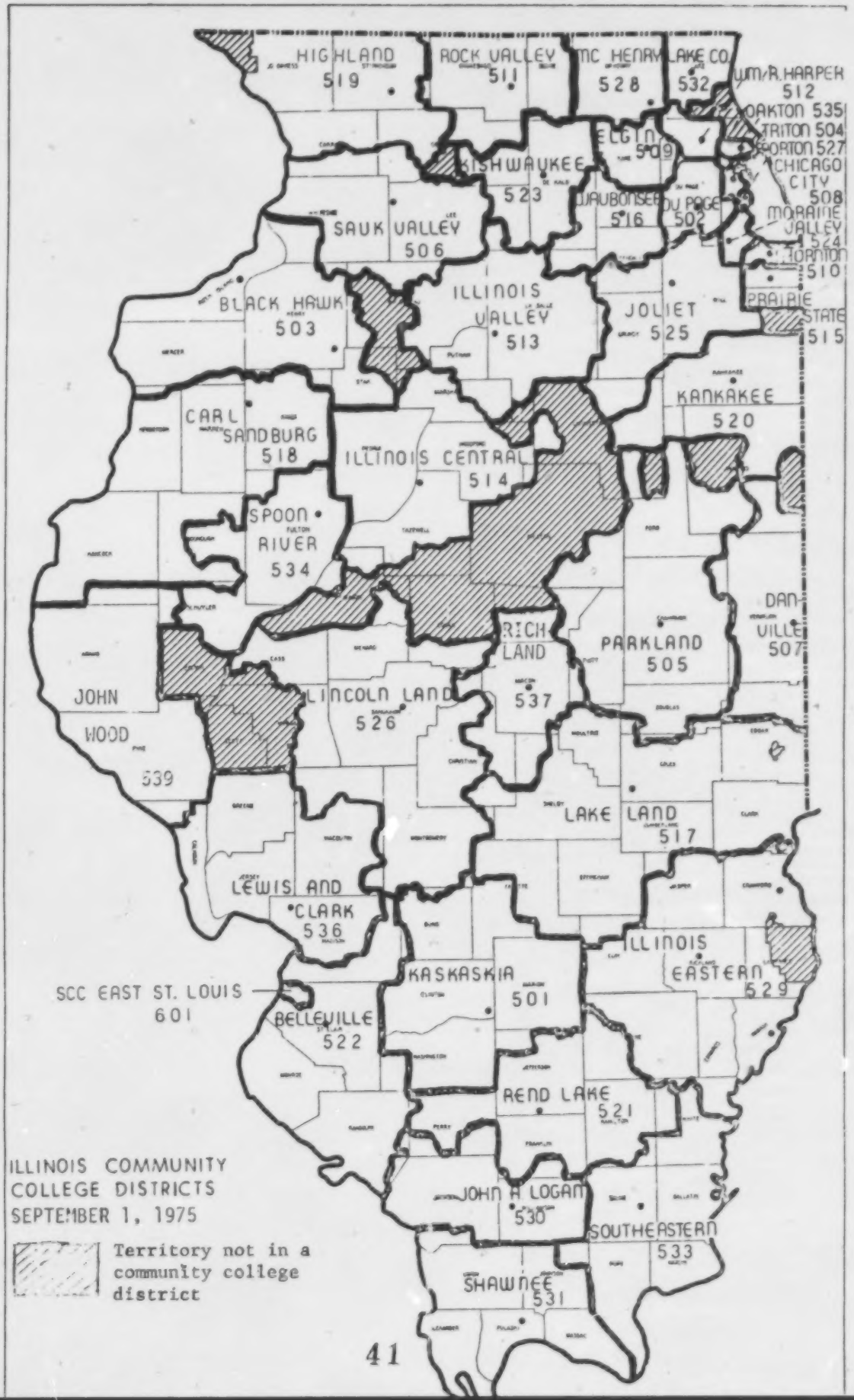
The purposes of the questionnaires were to determine what public community colleges in Illinois were doing to publicize their adult and continuing education programs, to determine how adults enrolled in these adult and continuing education courses learned of the course offerings, and to determine if non-participants and businesses were aware of their community colleges' course offerings.

Study Population

The population for this study was drawn from Illinois. The Illinois Community College Board has identified each of the community college districts in Illinois (See Figure I. p. 25). Adult and continuing education administrators were surveyed in each of 48 community college districts. Six of these community college districts were also used to survey adult students, non-participants, and businesses--two rural, two rural-urban, and two urban-suburban. These six community colleges were also selected so that two had a high number of students per 1,000 population in the district, two had an average number of students per 1,000 population in the district, and two had a low number of students per 1,000 population in the district. Also, I considered the geographic location of the colleges.

I selected several classes at each of the six community colleges to administer a questionnaire to adult students. I tried to maintain a proportionate number of adult students surveyed to the total number of adult students served by the community college. Most of the classes surveyed were on-campus courses offered at or after 5 p.m. Some were offered during the day and a few were Saturday classes. A cross-section of all types of courses was surveyed--from belly dancing and dog obedience to typewriting and accounting. In three of the community colleges, the courses selected were all in the Adult and Continuing Education Division. In the other three community colleges, the courses were selected from the entire list of course offerings at or after 5 p.m.

In these six districts, I conducted a telephone survey of non-participants and businesses and/or industries in order to determine how well informed they were of the community college course offerings. The


HIGHLAND 519
ROCK VALLEY 511
MC HENRY 528
LAKE CO. 532
WM. R. HARPER 512
OAKTON 535
TRITON 504
MORTON 527
CHICAGO CITY 508
MORAINE VALLEY 524
THORNTON 510
PRAIRIE STATE 515
ELGIN 509
KISHWAUKEE 523
AUBONSEE 516
DU PAGE 502
SAUK VALLEY 506
BLACK HAWK 503
ILLINOIS VALLEY 513
JOLIET 525
KANKAKEE 520
CARL SANDBURG 518
ILLINOIS CENTRAL 514
SPOON RIVER 534
DAN-VILLE 507
RICH LAND 537
PARKLAND 505
JOHN WOOD 539
LINCOLN LAND 526
LAKE LAND 517
LEWIS AND CLARK 536
ILLINOIS EASTERN 529
SCC EAST ST. LOUIS 601
KASKASKIA 501
BELLEVILLE 522
REND LAKE 521
JOHN A LOGAN 530
SOUTHEASTERN 533
SHAWNEE 531
ILLINOIS COMMUNITY COLLEGE DISTRICTS SEPTEMBER 1, 1975
Territory not in a community college district

proportion of non-participants and businesses contacted for each of the colleges was maintained relative to the total number of adult students served by the community college.

Instrumentation

I used the following procedure to develop the survey instruments for this study:

1. I reviewed related literature and information gathered from various state agencies to determine certain demographic data and other information for each of the public community college districts in Illinois.

2. I reviewed and revised rough drafts of questionnaires in light of recommendations from educators and administrators in adult and continuing education, a consultant from the Survey Research Laboratory of the University of Illinois, and selected respondents.

3. Once the survey instruments appeared to be ready for use, I conducted a pilot study by sending the administrator's questionnaire to 15 community colleges in Michigan; six (40%) were returned. I considered a minimum of five adequate; and, therefore, I did not use a follow-up. I sent a thank-you letter to the respondents. (See Appendix B.) I pilot-tested the student questionnaires in three different classes at Parkland College. (See Appendix C.) Because Parkland was one of the six colleges to be studied, I selected the classes to be surveyed prior to the pilot study. Thirty students completed the questionnaire.

4. After the pilot surveys, I evaluated the instruments and made revisions.

5. I again consulted the Survey Research Laboratory for final suggestions and columning for data analysis. (I exercised extreme care with the adult students' questionnaires to keep the maximum completion time under ten minutes.)

6. I distributed the survey questionnaires to the sample of the study population and conducted the telephone surveys.

The four questionnaires contained several questions to be answered. Examples of the questionnaires follow on pages 28-39.

Data Collection

Forty-two of the 49 community colleges in Illinois responded to the request for permission to survey classes of adult students, and 33 (82.5%) of them agreed to participate in that part of the study. (See Appendix A.) From the 33 community colleges willing to cooperate, I selected six. The two rural community colleges selected were Olney Central College in the Illinois Eastern Community College District, with a high number of students per 1,000 population in the district, and Rend Lake College, with a low number of students per 1,000 population in the district. The two rural-urban community colleges selected were Parkland College, with an average number of students per 1,000 population in the district, and Richland Community College, with a low number of students per 1,000 population in the district. The two urban-suburban community colleges selected were William Rainey Harper College, with a high number of students per 1,000 population in the district, and Wilbur Wright College in the Chicago City College District, with an average number of students per 1,000 population in the district.

Deck _____	1
Quest. _____	2-6

Opinions of Adult and Continuing Education Administrators on Dissemination Practices Concerning Course Offerings

(Responses should be made with reference to all evening courses -- those offered at 5 p.m. or later.)

1. How important is each of the following in preparing information about the adult and continuing education courses offered by your college? *(Circle one answer code for each)*

	Very Important	Somewhat Important	Not Very Important	Not at all Important	We do not have this type of personnel	
a. Continuing education personnel	1	2	3	4	5	7
b. Community information personnel at the college . .	1	2	3	4	5	8
c. Professional publicity people outside the college	1	2	3	4		9
d. Department and/or division chairpersons	1	2	3	4	5	10
e. Teachers of the courses	1	2	3	4		11
f. Other *(Specify)* _____	1	2	3	4	5	12

The following list identifies methods of dissemination which may be used by your college to inform the people within your district of adult and continuing education course offerings.

	2a. About how often is each of the following methods used by your college to disseminate information about adult and continuing education courses? *(Circle one response code for each item.)*				b. Would you say each method listed below is most important for a low, middle, or high socio-economic status group? *(Circle one response code for each item.)*			c. For your institution, which methods would you rank as the five most important methods? *(Use one to indicate the most important and five for the least important of these five ranked types.)*	
	Usually	Sometimes	Seldom	Never	Low	Middle	High		
Newspaper advertisement . . .	1	2	3	4	1	2	3	_____	13-15
Newspaper news story	1	2	3	4	1	2	3	_____	16-18
Television advertisement	1	2	3	4	1	2	3	_____	19-21
Television news story	1	2	3	4	1	2	3	_____	22-24
Radio advertisement . . .	1	2	3	4	1	2	3	_____	25-27
Radio news story	1	2	3	4	1	2	3	_____	28-30
College catalog . . .	1	2	3	4	1	2	3	_____	31-33
Course schedule for the college term . .	1	2	3	4	1	2	3	_____	34-36
Flyer concerning college courses . .	1	2	3	4	1	2	3	_____	37-39
Poster	1	2	3	4	1	2	3	_____	40-42
Billboard	1	2	3	4	1	2	3	_____	43-45
Talk given about college courses . .	1	2	3	4	1	2	3	_____	46-48
Announcement at a meeting	1	2	3	4	1	2	3	_____	49-51
Information request by letter/phone . .	1	2	3	4	1	2	3	_____	52-54
Word of mouth . . .	1	2	3	4	1	2	3	_____	55-57
Other *(Specify)* _____	1	2	3	4	1	2	3	_____	58-60

3a. Are there any differences in the methods used to distribute information about adult and continuing education courses for different programs *(e.g., vocational education versus other areas such as arts and sciences)*?

Yes 1 61

No *(Skip to Q. 4)* 2

b. What are these differences?

_____ 62 65

_____

_____

4a. Does the time of the year during which an adult and continuing education course is offered have any effect on the methods used to distribute information about the course *(e.g., fall versus spring semester or a half-semester course)*?

Yes 1 66

No *(Skip to Q. 5)* 2

b. What are these differences?

_____ 67 70

_____

_____

5. How many students are currently enrolled in your college's evening courses – 5 p.m. or later? *(Use non-duplicated head count.)* _____ 71 75

76 80/BK

(Please return this form in the enclosed postage-paid envelope)

THANK YOU FOR YOUR COOPERATION

Deck _____	1
Quest. _____	2-6

Opinions of Adult Students on Factors Relating to Enrollment

(Please circle the appropriate answer code for each question unless otherwise indicated.)

1a. Are you a full-time student?

Yes 1 7

No *(Skip to Q. 2)* 2

b. Have you continued your education from high school without interruption?

Yes *(Stop here and turn in your questionnaire)* . . 1 8

No *(Continue answering questionnaire)* 2

2. Is this the first course you have taken at this college?

Yes 1 9

No 2

Reasons for Taking Course	3a. When you enrolled for this course did you think it would help you to . . .		b. Do you feel this course has helped you to . . .		
	Yes	No	Yes	No	
Get better training for your job?	1	2	1	2	10,11
Prepare for a new job or occupation?	1	2	1	2	12,13
Develop a hobby?	1	2	1	2	14,15
Earn high school diploma?	1	2	1	2	16,17
Earn citizenship?	1	2	1	2	18,19
Meet new and interesting people?	1	2	1	2	20,21
Perform home-centered tasks, such as sewing, food preparation, home repairs, etc.?	1	2	1	2	22,23
Become better informed?	1	2	1	2	24,25
Escape your daily routine?	1	2	1	2	26,27
Other? *(Specify)* _____	1	2	1	2	28,29

4a. Are there any courses which are not now offered by the college that you would like to take?

Yes 1 30

No *(Skip to Q. 5)* 2

b. What additional courses would you like the college to offer?

_____ 31-34

_____

_____

35 90/BK
1/2
2-6/DUP

The following list identifies ways in which you may have learned about course(s) available at the community college. How did these sources of information affect your decision to enroll at the college?

Source of Information	5a. Have you ever learned anything about courses available at this community college from . . .			b. If yes, did you first learn about this course from . . . *(Circle one only)*		c. Which of the items listed was the most important source of information for this course? *(Circle one only)*		d. Have you ever been discouraged from enrolling in any course by information you received through . . .		
	Yes	No						Yes	No	
NEWS MEDIA										
Newspaper advertisement?	1	2	7	01	27 28	01	29 30	1	2	31
Newspaper news story?	1	2	8	02		02		1	2	32
Television advertisement?	1	2	9	03		03		1	2	33
Television news story?	1	2	10	04		04		1	2	34
Radio advertisement?	1	2	11	05		05		1	2	35
Radio news story?	1	2	12	06		06		1	2	36
COLLEGE NOTICES										
College catalog?	1	2	13	07		07		1	2	37
Course schedule for the term?	1	2	14	08		08		1	2	38
Flyer concerning courses?	1	2	15	09		09		1	2	39
Poster?	1	2	16	10		10		1	2	40
Billboard?	1	2	17	11		11		1	2	41
WORD OF MOUTH										
Lecture about college courses?	1	2	18	12		12		1	2	42
Announcement at a meeting?	1	2	19	13		13		1	2	43
Teacher or counselor at the college?	1	2	20	14		14		1	2	44
Friend or neighbor?	1	2	21	15		15		1	2	45
Relative?	1	2	22	16		16		1	2	46
Employer or supervisor? . .	1	2	23	17		17		1	2	47
Co-worker?	1	2	24	18		18		1	2	48
Contacted college for information?	1	2	25	19		19		1	2	49
Other? *(Specify)* _____	1	2	26	20		20		1	2	50

6a. Do you think there is a better way for the college to inform you of its course offerings?

Yes 1 51

No *(Skip to Q. 7)* 2

b. What are your suggestions?

_____ 52 55

_____

_____

7. What is the size of the community where you currently live? *(Circle one)*

Over 2,000,000	50,000 to 2,000,000	10,000 to 49,999	Under 10,000	Rural	
1	2	3	4	5	56

8. How many years of school have you completed?

Less than 12 years 1 57

12 or more years 2

9. Which of the following best represents your age group?

Under 20 . . . . . 1 58

20-29 2

30-39 3

40-49 4

50-59 5

60 and over 6

10. What is your sex?

Male 1 59

Female 2

11. Are you currently employed full-time or part-time? *(Circle one)*

Yes, full-time 1 60

Yes, part-time 2

Not currently employed *(Skip to Q. 13)* 3

12. What type of work do you do? *(Circle one)*

Professional, technical *(e.g., engineers, accountants, lawyers, teachers)*	01	61,62
Managers and administrators *(e.g., bank officers, buyers, military officers, school administrators)*	02	
Clerical *(e.g., secretaries, bank tellers, keypunch operators)*	03	
Sales workers *(e.g., sales clerks, insurance agents, real estate agents)*	04	
Craftsmen and foremen *(e.g., carpenters, mechanics)*	05	
Operatives, except transport *(e.g., assembly line workers, machine operators)*	06	
Transport equipment operatives *(e.g., truck drivers, bus drivers)*	07	
Service workers *(e.g., cleaning service workers, food service workers, personal service workers, protective service workers)*	08	
Laborers, except farm *(e.g., warehousemen, garbage collectors, stockhandlers)*	09	
Farmers and farm managers	10	
Farm laborers and farm foremen	11	
Private household workers *(e.g., child care, maids, housekeepers)*	12	
Other *(Specify using at least two words)* _____ _____	13	

13. What is your current marital status?

Married	1	63
Divorced	2	
Separated	3	
Widowed	4	
Never married	5	

14. What was your total family income in 1975 before taxes . . .

Under $10,000,	1	64
$10,000-$20,000, or	2	
Over $20,000?	3	

15. What is your racial background?

White/Caucasian	1	65
Black/Negro/Afro-American	2	
Oriental	3	
Mexican-American/Chicano	4	
Puerto-Rican/American	5	
Other *(Specify)* _____	6	

66-80/BK

THANK YOU FOR YOUR COOPERATION

Deck _____	1
Quest. _____	2-6

Telephone Survey of Non-Participants Regarding Local Community College Programs and Course Offerings

Hello. May I speak to _____? My name is Bob Hardig and I am an instructor at Parkland College in Champaign. I am doing a study to determine the best way of informing adults about the course offerings at their local community college, and I'd like to ask you a few questions about this. First,

1. Are you presently enrolled in a course at _____?

Yes (Thank you. Goodby.) 1 7

No 2

2a. Have you ever taken a course at _____?

Yes 1 8

No 2

b. Have you ever participated in any adult educational activities (such as evening classes, correspondence courses, lecture series) offered by some other organization?

Yes 1 9

No 2

There are many different ways in which _____ tries to inform the community about its programs and courses for adults.

3. Have you ever heard about the course offerings available at _____ through . . .

	Yes	No	
Newspaper advertisements?	1	2	10
Newspaper news stories?	1	2	11
Television advertisements?	1	2	12
Television news stories?	1	2	13
Radio advertisements?	1	2	14
Radio news stories?	1	2	15
College catalog?	1	2	16
Course schedule for the term?	1	2	17
Flyers concerning the courses?	1	2	18
Posters?	1	2	19
Billboards?	1	2	20

	Yes	No	
Lectures about college courses?	1	2	21
Announcements at a meeting?	1	2	22
Teachers or counselors at the college?	1	2	23
Friends or neighbors?	1	2	24
Relatives?	1	2	25
Employers or supervisors?	1	2	26
Co-workers?	1	2	27
Have you ever contacted the college for information?	1	2	28

4a. Have you ever learned about course offerings available at _____ through any other method?

Yes 1 29

No (Skip to Q. 5) 2

b. What method(s) was this?

_____ 30-33

_____

5. How well informed do you feel you are regarding the program and course offerings at _____? Would you say you are . . .

Very well informed, ... 1 34

Somewhat well informed, ... 2

Not very well informed, or 3

Not at all informed? 4

6. How interested are you in learning more about the programs or course offerings at _____? Are you . . .

Very interested, ... 1 35

Somewhat interested, ... 2

Not very interested, or 3

Not at all interested? 4

7a. Do you think there is a better way for the college to inform you about the programs or course offerings available?

Yes 1 36

No (Skip to Q. 8) 2

b. What suggestions do you have?

_____ 37-40

_____

8. What is the highest grade or year of school that you have completed?

Less than 12 years 1 41

12 or more years 2

9. What is your main occupation or job title?

_____ 42,43

10. In what year were you born?

_____ 44

11. What is your current marital status? Are you . . .

Married, ... 1 45

Divorced, ... 2

Separated, ... 3

Widowed, or 4

Never married? 5

12. What is your racial background? (Do not read)

White/Caucasian 1 46

Black/Negro/Afro-American 2

Oriental 3

Mexican-American/Chicano 4

Puerto-Rican/American 5

Other (specify) _____ 6

13. Was your total family income in 1975 before taxes . . .

More than $10,000? No 1 47

More than $20,000? No 2

Yes 3

Don't know . . 8

Refused 9

14. (Circle, but do not ask, sex of respondent.)

Male 1 48

Female 2

49-80/DK

THANK YOU FOR YOUR COOPERATION

Deck _____	1
Quest. _____	2-6

Telephone Survey of Businesses and/or Industries Regarding Local Community College Programs and Course Offerings

Hello. May I speak to _____? My name is Bob Hardig and I am an instructor at Parkland College in Champaign. I am doing a study to determine how well informed the businesses of the local community college district are regarding the course offerings which might be beneficial to their employees, and I would like to ask you a few questions about this.

1. About how many employees took courses at _____ during the past academic year?

_____ 7-9

Don't know . 999

2. Does your firm encourage employees to take courses at _____ by . . .

	Yes	No	DK	
Allowing flexible work hours?	1	2	8	10
Giving definite pay incentives?	1	2	8	11
Partial reimbursement of training costs?	1	2	8	12
100% reimbursement of training costs?	1	2	8	13
Paying for the time spent in the classroom?	1	2	8	14
Other (specify) _____ . .	1	2	8	15

3a. Does _____ inform your firm of its programs or course offerings?

Yes 1 16

No (Skip to Q. 4) 2

Don't know (Skip to Q. 4) . . . 8

b. What method does _____ use to do this?

_____ 17-20

_____

4a. Does your firm publicize information regarding programs or course offerings at _____ to your employees?

Yes 1 21

No (Skip to Q. 5) 2

Don't know (Skip to Q. 5) . . . 8

b. What methods are used to do this?

_____ 22-25

_____

5. In general, how well informed do you feel your employees are regarding the programs and course offerings at _____? Would you say they are . . .

Very well informed 1 26

Somewhat well informed 2

Not very well informed 3

Not at all informed 4

Don't know 8

6a. Do you think there is a better way for the college to inform your company of available programs and course offerings?

Yes 1 27

No (Skip to Q. 7) 2

Don't know (Skip to Q. 7) . . . 8

b. What are your suggestions?

_____ 28-31

_____

7. How many people are currently employed by your firm?

_____ 32-36

37-80/BK

THANK YOU FOR YOUR COOPERATION

Once these six colleges were selected, I used the following procedure:

1. I requested a copy of the Spring course schedule from each of the community colleges. (See Appendix A.) I then tentatively randomly selected the classes for the study.

2. I telephoned the appropriate administrator in each college and made arrangements to visit the college during April or early May, 1976.

3. After meeting with the administrator, I reviewed the list of classes selected to determine if the courses were actually being offered, and I obtained the names of instructors with their telephone numbers and/or office numbers.

4. I met with or telephoned each instructor of the classes selected to be surveyed.

5. After a brief discussion with each instructor concerning the study, I considered a few classes inappropriate for the study. (However, I was pleased that not one instructor refused to allow his or her class to participate in the study.)

6. Arrangements for delivery and/or pick-up of the questionnaires of the adult students varied. Approximately half of the packets of questionnaires for the 90 classes surveyed were returned by mail while the other half was picked up at the classroom. Seventy-nine (87.7%) of the questionnaires were returned.

7. During my visit to a college, I delivered and collected the administrator's questionnaire. The other 42 administrators' questionnaires were mailed in April. (John Wood Community College was not included in the survey because it is a new college.)

8. With a return of 35 (72.92%) of administrators' questionnaires after three weeks, I mailed a follow-up letter, another questionnaire, and a stamped return envelope to the 13 colleges who had not responded. Seven additional returns were received, which made a total return of 42 of 48 (87.5%). One other questionnaire was returned blank with a note stating that the first copy of the questionnaire was returned. (It was evidently lost in the mail.) I sent a thank-you letter to each of the administrators who completed the questionnaire.

9. I sent individual thank-you letters to each of the six adult and continuing education administrators at the colleges visited.

10. In early June, 1976, I conducted the telephone surveys of non-participants and businesses in the six selected community college districts.

11. I received from the Illinois Bell Telephone Company in Champaign the necessary telephone directories for each of the college districts: The Northwest Suburbs for Harper College; the Chicago neighborhood directories for the Greater Austin Area and the North Park for Wright College; the Mt. Vernon-Dix-Harmony-Bluford directory for Rend Lake College; the Olney-Noble-Claremont directory for Olney Central College; the Decatur-Harristown directory for Richland Community College; and Champaign-Urbana, St. Joseph, Rantoul, and Mahomet directories for Parkland College.

12. Prior to making the telphone surveys, I again telephoned the adult and continuing education administrator of the community colleges to inform him of the survey plans.

13. Two hundred and five non-participants were surveyed.

College	Respondents	Refusals		Different Individuals Attempted	
	No.	No.	% of Respond.	No.	Maximum Attempts
Olney	25	0	---	56	2
Parkland	35	4	11.42	,88	2
Rend Lake	25	2	8.0	45	2
Richland	30	2	6.67	64	1
Wright	40	32	44.44	105	6
Harper	50	8	16.0	100	3
TOTALS	205	48	23.41	458	

The table above gives a breakdown, by college, of the number of non-participants who were respondents, the number of people who refused, and the percentages, by college, based on the number of respondents, and the number of different individuals attempted with the maximum number of attempts made for any one individual. The only significant problem in securing respondents was in the city of Chicago.

14. Forty-five businesses were surveyed: Ten businesses in both the Harper College District and the Wright College area; eight businesses in the Parkland College District; seven businesses in the Richland Community College District; finally, five businesses were surveyed in both the Olney Central College area and the Rend Lake College District.

15. I maintained a polite and friendly attitude during the telephone surveys. I treated each person who answered the telephone courteously whether or not he or she agreed to answer the survey questions. I told each individual that, while I had the cooperation of the local community

college in the cases of the other five community colleges included in the study, I was employed by Parkland College. The final question on the non-participant's questionnaire regarding salary range (under $10,000, between $10,000 and $20,000, or over $20,000) met little opposition except in the Parkland College District. After the first several interviewees refused to answer the question, I decided to drop the question. In the other five districts, the people surveyed perhaps felt more comfortable answering such a question for someone outside their district.

16. Upon completion of these telephone surveys of non-participants and businesses in the six community college districts, I sent another thank-you letter to those administrators whose colleges I visited a second time.

Data Analysis

The data collected from the surveys were coded on IBM Diskettes (which may be used in place of IBM cards). I employed the University of Illinois Survey Research Laboratory to tabulate the data from the questionnaires for the adult and continuing education administrators, the adult students, and the non-participating adults. I tabulated the results from the questionnaires for the businesses. The data were analyzed in the following manner:

1. Frequency distributions and percentages were obtained for responses to each of the questions on all of the surveys.

2. Crosstabulation of selected factors was made on the questionnaires of the adult students and the non-participants (e.g., ways which were the most important sources of information for adults to learn of

course offerings compared with sex and age of the individuals surveyed and separated by community college district).

The results of these treatments are presented in Chapter Four in the form of tables, histograms, and frequency polygons.

CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

In this section, I have included the presentation and analysis of the data collected in this study. The data are divided for presentation by group surveyed. The sections are presented in the following order:

1. Adult and Continuing Education Administrators
2. Adult Students
3. Adult Non-participants
4. Businesses

Adult and Continuing Education Administrators

The data collected from the adult and continuing education administrators are presented first. Responses were received from 42 of the 48 (87.5%) community colleges. (John Wood Community College, which was a new college this past year, 1975-76, was not included in the study.)

Table 1 indicates the importance of various personnel involved in preparing information for adult and continuing education courses. Other personnel indicated by one or more administrators to be important were community coordinators, advisory committees, students, and the registration center.

TABLE 1

PERSONNEL INVOLVED IN COURSE INFORMATION

Personnel	Very Important		Somewhat Important		Not very Important		Not at all Important		Do not use this type	
	N	%*	N	%	N	%	N	%	N	%
Continuing education	38	90.5	3	7.1	1	2.4	--	--	--	--
College comm. information	19	45.2	15	35.7	5	11.9	--	--	3	7.1
Professional publicity	8	19.0	14	33.3	6	14.3	11	26.2	3	7.1
Dept./div. chairpersons	12	28.6	12	28.6	12	28.6	2	4.8	4	9.5
Teachers of courses	27	64.3	10	23.8	4	9.5	1	2.4	--	--
Other	6	14.3	--	--	1	2.4	--	--	35	83.3

*Percentages for all tables will be based on the total sample size unless otherwise noted.

In Table 2, the administrators ranked the five most important methods of disseminating information for adult and continuing education courses. (This information is solely their opinion based on their experience.) The rank given each type of dissemination practice is informative; however, in order to determine a ranked order of importance, a weighted average was obtained for each dissemination method and is presented in the table. The weighted average was obtained by assigning a point value to each ranking.

TABLE 2

ADMINISTRATORS' RANKED IMPORTANCE
OF DISSEMINATION METHODS USED

Type	Ranked Importance					
	First	Second	Third	Fourth	Fifth	Weighted Average
Newspaper ad	12	6	8	-	2	110
Newspaper news story	3	8	4	3	3	68
TV advertisement	--	--	2	1	1	9
TV news story	--	--	-	2	-	4
Radio advertisement	2	2	3	4	3	38
Radio news story	--	2	1	1	2	15
College catalog	1	2	2	1	2	23
Course schedule	11	10	3	8	1	121
Flyer on course	4	4	4	7	5	67
Poster	--	1	-	1	-	6
Billboard	--	--	-	1	-	2
Talk given	--	--	1	1	3	8
Announcement at mtg.	--	--	3	1	1	12
Info. request	--	1	3	5	8	31
Word of mouth	6	1	4	4	8	62
Other	1	--	-	1	-	--

The following example using newspaper advertisements will illustrate the procedure:

Ranked Order	Point Value	No. Ranked	Total
1	5	12	60
2	4	6	24
3	3	8	24
4	2	0	--
5	1	2	2
Not Ranked	0	24	--
Weighted Average			110

By using this method, the ranked importance of the course schedule and newspaper advertising is apparent.

Table 3 presents the methods actually used by the Illinois Community Colleges to disseminate information about courses in adult and continuing education. The adult and continuing education administrator at each of the community colleges was asked to identify the frequency of usage for each of the dissemination methods. In order to determine a ranked order of importance for these dissemination methods regarding frequency of usage, a weighted average was obtained in the same manner used in Table 2. The frequency "usually" was assigned a value of three points; "sometimes" was valued at two; "seldom" had a value of one; and "never" had a value of zero.

These rank orders in Table 2 and 3 are further examined following the introduction of additional data.

TABLE 3

FREQUENCY OF USAGE OF DISSEMINATION METHODS

Type	Frequency of Usage								Weighted Average
	Usually		Sometimes		Seldom		Never		
	N	%	N	%	N	%	N	%	
Newspaper ad	27	64.3	7	16.7	4	9.5	4	9.5	99
Newspaper news story	24	57.1	17	40.5	1	2.4	--	---	107
TV advertisement	2	4.8	7	16.7	10	23.8	23	54.8	30
TV news story	1	2.4	6	14.3	15	35.7	20	47.6	30
Radio advertisement	7	16.7	24	57.1	7	16.7	4	9.5	76
Radio news story	9	21.4	20	47.6	12	28.6	1	2.4	79
College catalog	29	69.0	9	21.4	2	4.8	2	4.8	107
Course schedule	42	100.0	--	---	--	---	--	---	--
Flyer on course	23	54.8	17	40.5	--	---	2	4.8	103
Poster	7	16.7	17	40.5	14	33.3	4	9.5	69
Billboard	2	4.8	6	14.3	10	23.8	24	57.1	28
Talk given	6	14.3	30	71.4	5	11.9	1	2.4	83
Announcement at meeting	4	9.5	32	76.2	6	14.3	--	---	82
Information request	20	47.6	21	50.0	1	2.4	--	---	103
Word of mouth	28	66.7	12	28.6	1	2.4	--	---	109
Other	3		1						--

In Table 4, the administrators indicated the socio-economic status group which they felt was best informed by these various dissemination practices. There are a few clarifications which I need to make regarding this table. There were a few administrators who misunderstood the question and/or did not feel they could declare one or more of the dissemination types to be

TABLE 4

SOCIO-ECONOMIC GROUP BEST INFORMED BY DISSEMINATION METHOD

Type	Best Informed Group					
	Low SES*		Middle SES		High SES	
	N	%	N	%	N	%
Newspaper ad	2	4.8	31	73.8	7	16.7
Newspaper news story	--	---	31	73.8	8	19.0
TV advertisement	22	52.4	10	23.8	3	7.1
TV news story	17	40.5	16	38.1	3	7.1
Radio advertisement	10	23.8	25	59.5	3	7.1
Radio news story	8	19.0	29	69.0	1	2.4
College catalog	2	4.8	24	57.1	12	28.6
Course schedule	5	11.9	32	76.2	3	7.1
Flyer on course	11	26.2	22	52.4	6	14.3
Poster	14	33.3	21	50.0	2	4.8
Billboard	12	28.6	14	33.3	5	11.9
Talk given	8	19.0	15	35.7	17	40.5
Announcement at mtg.	3	7.1	20	47.6	17	40.5
Info. request	9	21.4	25	59.5	6	14.3
Word of mouth	18	42.9	20	47.6	3	7.1
Other	3	7.1	1	2.4	--	---

*SES is used for Socio-Economic Status.

best for any one socio-economic status group. Therefore, as in previous tables, the percentages are based on the total sample of 42 administrators whether or not the total number of respondents equalled 42.

In Figures 1 and 2, an informative comparison can be made. The histogram (bar graph) in Figure 1 illustrates the weighted average from high to low for the methods of disseminating information by ranked order of importance as viewed by the administrators. This information is taken from Table 2 on page 47. Figure 2 presents the percentages of administrators who categorized each of the dissemination methods as best informing the low, middle or high socio-economic status group. This information is taken from Table 4 on page 50. (The methods of disseminating information are listed in the same order for Figures 1 and 2.)

Another meaningful comparison can be made using Figures 3 and 4. The histogram in Figure 3 illustrates the weighted average for each of the dissemination methods used by the colleges based on their frequency of usage. They are presented in ranked order from high to low weighted average. The information in Figure 4 is the same as in Figure 2 except the order has been changed to the same order as in Figure 3. In actual practice, the percentage ranking of the middle socio-economic status group is surpassed on only two of the three least-frequently used methods of disseminating information about adult and continuing education course offerings. (NOTE: The histograms and frequency polygons for the comparisons of Figures 1 and 2 and for Figures 3 and 4 were considered necessary to assure that the reader would not think of these comparisons as equal quantities.)

I asked the administrators to identify any variations in the dissemination methods used dependent upon the program or courses offered. Eight administrators (19.0%) indicated some differences. These differences

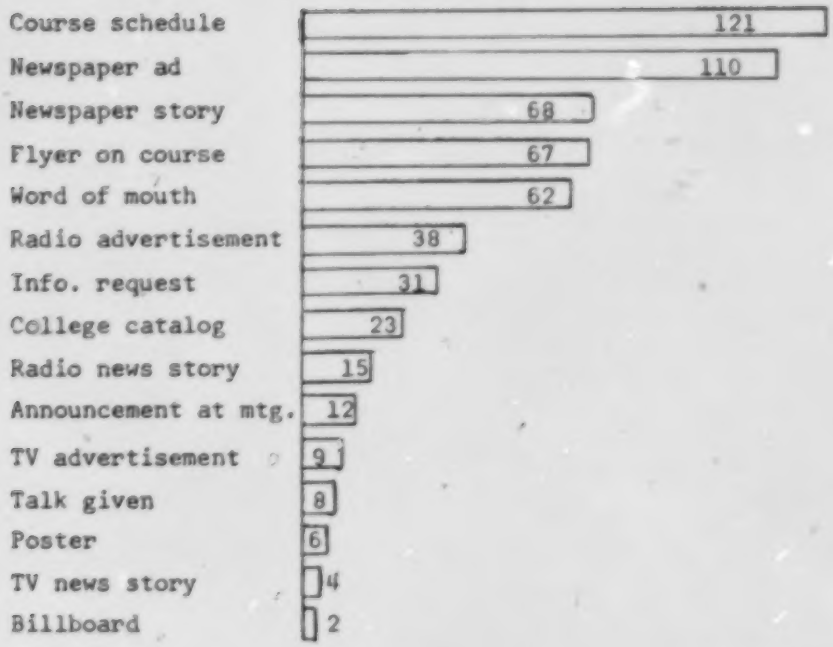


Figure 1--Weighted average for administrators' ranked importance of dissemination methods

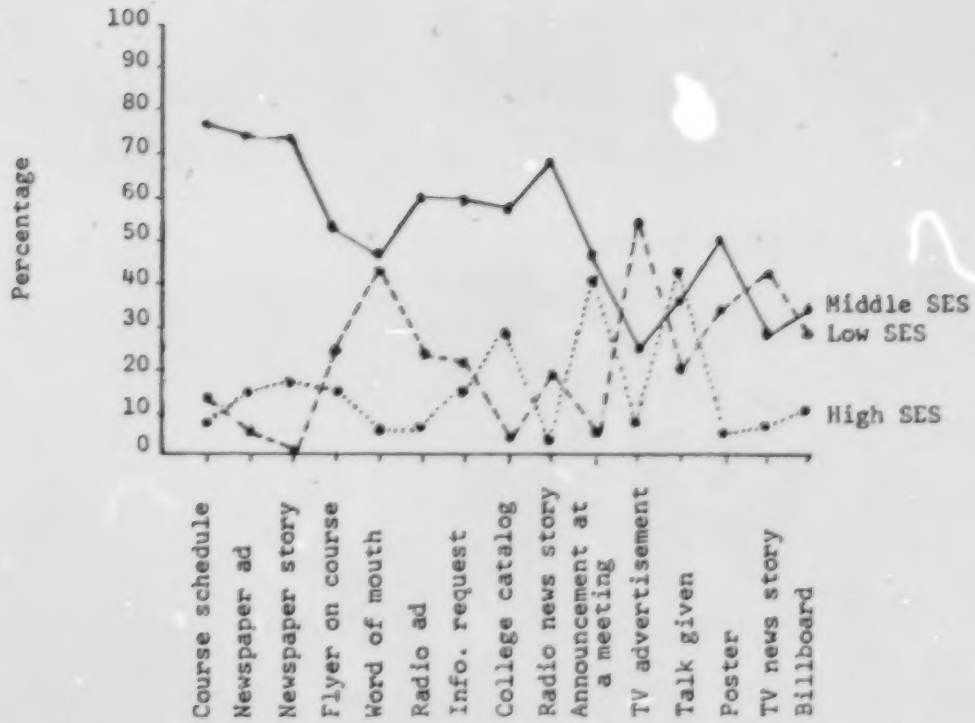


Figure 2--Frequency polygon for percentages of administrators who identified each of the SES groups to be best informed by each of the dissemination methods

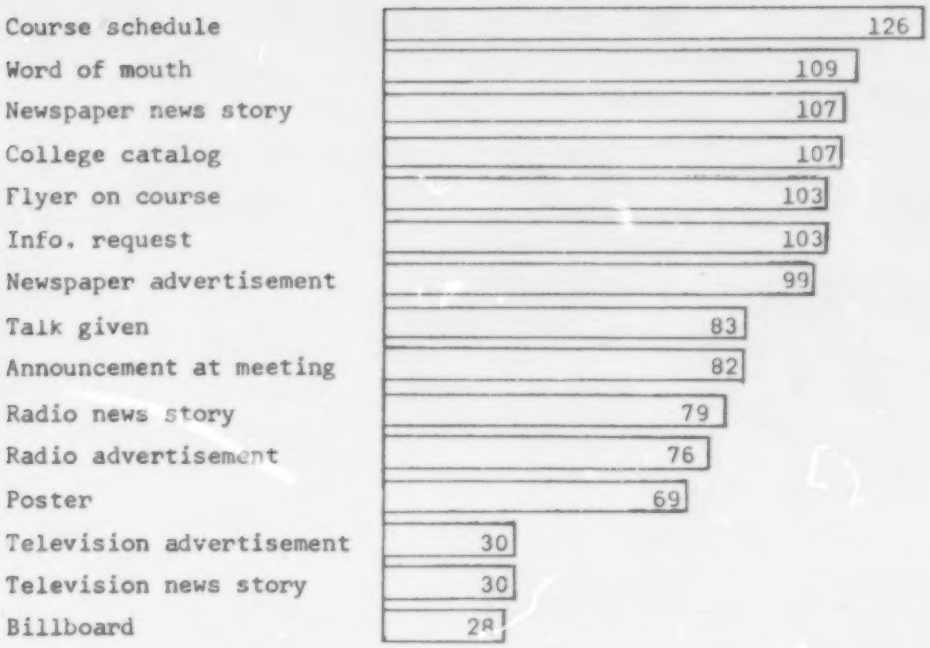


Figure 3--Weighted average for each dissemination method based on frequency of usage

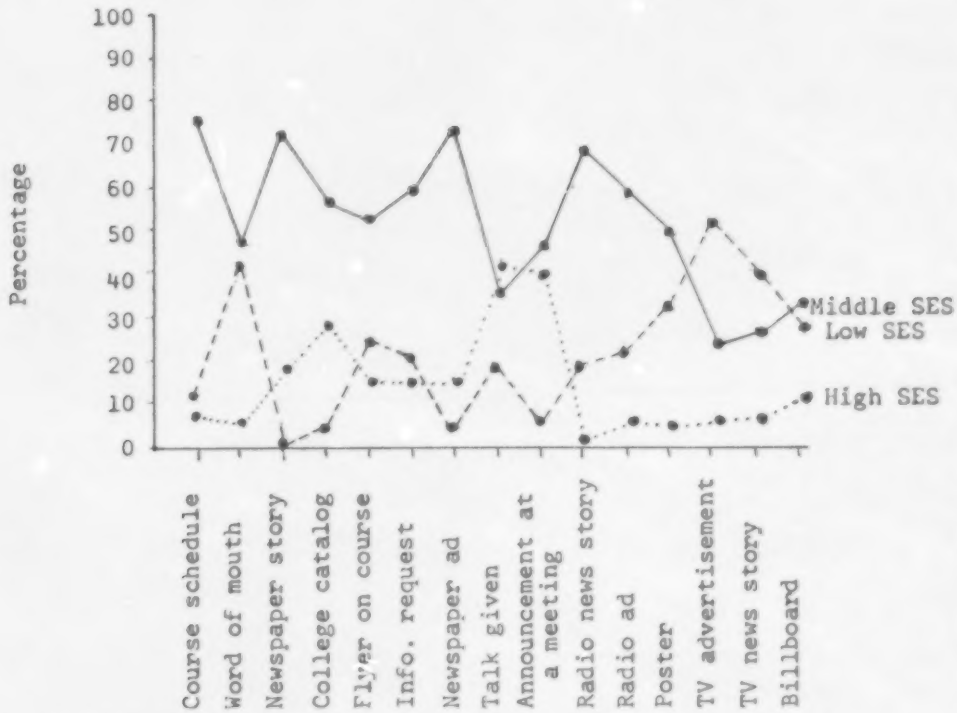


Figure 4--Frequency polygon for percentages of administrators who identified each of the SES groups to be best informed by each of the dissemination methods

were, in general, to use special notices to publicize in ways which seemed to be most efficient for the types of courses offered.

Also, I asked the administrators to describe any changes in dissemination practices used dependent upon the time of year. Eleven administrators (26.2%) indicated some differences. The following changes were identified:

1. Less publicity for the summer.

2. Special publicity when starting time of class is not at the beginning of a new school term.

3. Courses offered primarily for senior citizens are offered in early fall and late spring.

4. Avoidance of winter mailings during Christmas rush.

5. Flyers for the fall term are sent home with public school children.

The preceding data represent the findings from the administrators' questionnaires.

Adult Students

The adult students represent an important population to study because they have decided to enroll at the community college for one or more reasons. Through the data collected from the adult students surveyed for this study, a better understanding of their reasons for enrolling, how they learned of the course offerings, and their personal characteristics may be achieved.

In Table 5, a breakdown of the adult student's profile is presented. It is readily apparent that the typical adult student is

TABLE 5

PROFILE OF ADULT STUDENTS

Profiles	All Six Colleges Surveyed		Parkland	
	N	%*	N	%*
Sex:				
Female	506	63.4	61	52.6
Male	292	36.6	55	47.4
Marital Status:				
Married	534	68.3	62	53.9
Divorced	60	7.7	13	11.3
Separated	14	1.8	5	4.3
Widowed	19	2.4	--	--
Never Married	155	19.8	35	30.4
Age:				
Under 20	30	3.8	3	2.6
20-29	328	41.3	71	61.2
30-39	191	24.0	29	25.0
40-49	120	15.1	11	9.5
50-59	93	11.7	2	1.7
60 and over	33	4.2	--	--
Race:				
White/Caucasian	745	95.5	107	93.9
Black/Negro/Afro-American	16	2.1	6	5.3
Oriental	8	1.0	--	--
Mexican-American/Chicano	4	0.5	1	0.9
Puerto Rican/American	2	0.3	--	--
Other	5	0.6	--	--
Student Status:				
Full-time	87	10.9	23	19.8
Part-time	711	89.1	93	80.2
New Student	308	40.0	17	14.9
Returning Student	462	60.0	97	85.1
Family Income:				
Under $10,000	190	26.0	38	33.9
$10,000-$20,000	337	46.2	56	50.0
Over $20,000	203	27.8	18	16.1

*Percentages are based on sample size of the particular group.

female, married, between 20-39 years of age, white, takes courses on a part-time basis, continues to re-enroll, and has a total family income of $10,000 or more, with 46.2% making between $10,000 and $20,000.

Also, a breakdown of the adult student's profile is presented for Parkland College. In general, the percentages for Parkland are consistent with the totals for all six colleges; however, the number of males and females are almost equal at Parkland while the total for all six colleges indicates that women outnumber men almost 2 to 1. The percentage of adult students who are single (30.4%) is much higher for Parkland than for all six colleges (19.8%). Probaby the most significant difference is the percentage of new and returning students. Parkland has a returning percentage of 85.1 while the percentage for all six colleges is 60.0.

Table 6 identifies the reasons for adult students' taking courses. Each adult student may have identified one or more reasons for having taken the course when he or she enrolled and one or more ways in which the course actually helped him or her. A problem did arise with the second part of this question. Five of the classes actually surveyed had just started; as a result, a direct comparison between the reason for enrolling and whether the course actually helped the adult to accomplish that objective is difficult. For that reason, I used percentages of the actual number of respondents. The percentages seem to indicate that the adult students are getting what they expected from the course.

The trend for adult students at Parkland College was virtually the same as the trend revealed in Table 6.

TABLE 6

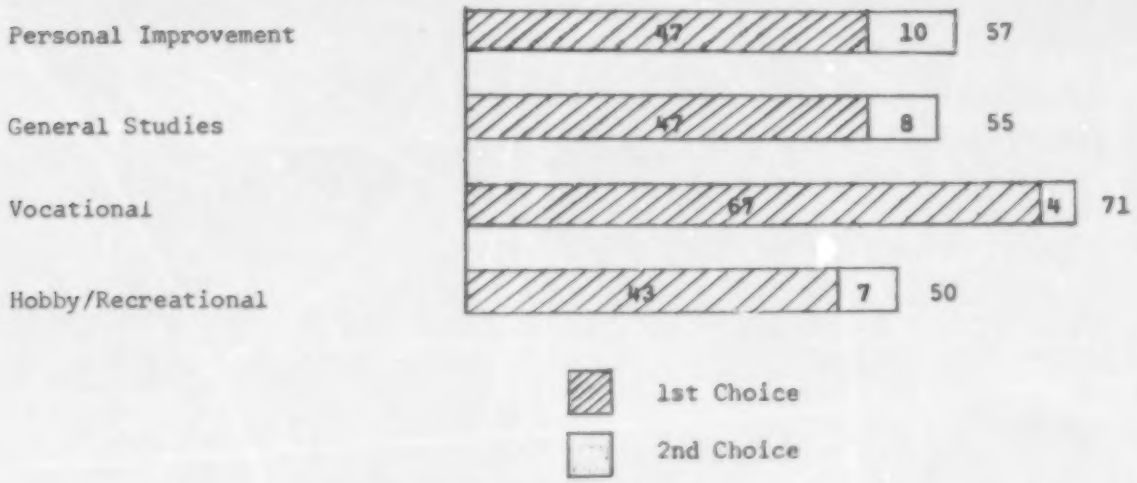
REASONS GIVEN BY ADULT STUDENTS
FOR TAKING THE COURSES SURVEYED

	Reasons When You Enrolled				*Did This Course Help You			
	Yes		No		Yes		No	
	N	%	N	%	N	%	N	%
Get better training for job	311	39.3	480	60.7	305	43.3	399	56.7
Prepare for a new job	283	35.9	506	64.1	261	37.1	442	62.9
Develop a hobby	234	29.7	555	70.3	218	31.0	486	69.0
Earn a high school diploma	28	3.6	760	96.4	21	3.0	680	97.0
Earn citizenship	4	0.5	782	99.5	7	1.0	691	99.0
Meet new and interesting people	330	41.8	460	58.2	410	58.2	295	41.8
Perform home-centered tasks	152	19.3	636	80.7	137	19.5	564	80.5
Become better informed	616	77.9	175	22.1	563	79.9	142	20.1
Escape daily routine	275	34.9	513	65.1	296	42.2	406	57.8
Other	76	82.6	16	17.4	65	81.2	15	18.8

*Asked near the end of the course.

In Figure 5, I have identified the types of courses which adult students would like to take if the courses were available. One out of every four adult students surveyed (204 or 25.6%) made a suggestion. Their responses were grouped into four categories--personal improvement courses such as home improvement and budgeting, general studies courses such as literature and biology, vocational courses such as real estate and shorthand, and hobby/recreational courses such as tennis and dog obedience.

Figure 5--Types of courses adult students were interested in taking if they were offered



While 204 adult students made at least one type of course recommendation, only 29 offered a second choice. It is true that the number of adult students requesting courses for vocational purposes was the greatest; however, the number for each of the four types of courses was relatively equal. The adult students at Parkland College who made recommendations for courses not currently being offered did not provide a sample large enough to make any conclusions. Only 22 (19.0%) of the adult students surveyed at Parkland College had expressed a desire for additional courses.

In Table 7, I have reported all the ways in which each of the adult students indicated that he or she learned of courses at the community college. That is, each respondent should have one or more sources of

TABLE 7

WAYS ADULT STUDENTS LEARNED
OF COURSE OFFERINGS

Source of Information	All Six Colleges Surveyed		Parkland	
	N	%	N	%
Newspaper advertisement	377	47.2	69	59.5
Newspaper news story	260	32.6	40	34.5
Television advertisement	27	3.4	6	5.2
Television news story	33	4.1	12	10.3
Radio advertisement	70	8.8	7	6.0
Radio news story	47	5.9	6	5.2
College catalog	471	59.0	104	89.7
Course schedule	508	63.7	96	82.8
Flyer concerning course	326	40.9	30	25.9
Poster	78	9.8	23	19.8
Billboard	51	6.4	13	11.2
Lecture about course	118	14.8	22	19.0
Announcement at meeting	80	10.0	8	6.9
Teacher or counselor	183	22.9	46	39.7
Friend or neighbor	390	48.9	61	52.6
Relative	155	19.4	23	19.8
Employer or supervisor	93	11.7	18	15.5
Co-worker	179	22.4	38	32.8
Contacted college for info.	396	49.6	67	57.8
Other	12	1.5	3	2.6

information indicated for how he or she learned of courses at the college. The "N" indicates the number responding "yes" to the question, with the percentage based on the total of 798 adult students surveyed. Some of the most frequently cited sources of information were course schedule, college catalog, queries to the college, friend or neighbor, and newspaper advertisement. Also, in this table I have reported this information for just the adult students at Parkland College. While percentages vary considerably, the trend is very similar. The biggest differences occurred with the percentages regarding the college catalog, course schedule, and information from a teacher or counselor, which are much higher for Parkland. A significant drop occurs with the flyer concerning courses.

In Table 8, I have presented the ways in which the adult students first learned of the courses in which they were enrolled at the time of the survey. Each was to indicate the one way in which he or she first learned of that course. Again, course schedule ranked the highest.

This same information for Parkland College reveals that the college catalog and teachers or counselors were much more often cited than in the total sample. Due to a small sample size, only 12 of the 20 categories were identified as ways in which adult students first learned of courses.

In Table 9, I asked the adult students to identify the most important source of information which encouraged each of them to enroll in the course that term. The overwhelming choices were the course schedule and college catalog. However, the sample for Parkland considered the college catalog

TABLE 8

WAYS ADULT STUDENTS
FIRST LEARNED OF COURSE
IN WHICH THEY ARE ENROLLED

Source of Information	All Six Colleges Surveyed		Parkland	
	N	%	N	%
Newspaper advertisement	62	10.0	7	7.3
Newspaper news story	25	4.0	--	--
Television advertisement	--	--	--	--
Television news story	1	0.2	--	--
Radio advertisement	3	0.5	--	--
Radio news story	3	0.5	--	--
College catalog	92	14.9	29	30.2
Course schedule	115	18.6	17	17.7
Flyer concerning course	65	10.5	--	--
Poster	1	0.2	--	--
Billboard	--	--	--	--
Lecture about course	3	0.5	1	1.0
Announcement at meeting	7	1.1	1	1.0
Teacher or counselor	36	5.8	16	16.7
Friend or neighbor	87	14.1	11	11.5
Relative	33	5.3	2	2.1
Employer or supervisor	19	3.1	1	1.0
Co-worker	34	5.5	4	4.2
Contacted college for info.	30	4.8	6	6.3
Other	3	0.5	1	1.0

TABLE 9

MOST IMPORTANT SOURCE
OF INFORMATION
FOR ENROLLING IN COURSE

Source of Information	All Six Colleges Surveyed		Parkland	
	N	%	N	%
Newspaper advertisement	49	7.6	4	4.2
Newspaper news story	22	3.4	1	1.1
Television advertisement	1	0.2	--	--
Television news story	2	0.3	--	--
Radio advertisement	1	0.2	--	--
Radio news story	1	0.2	--	--
College catalog	136	21.0	41	43.2
Course schedule	138	21.3	17	17.9
Flyer concerning course	83	12.8	--	--
Poster	3	0.5	--	--
Billboard	--	--	--	--
Lecture about course	2	0.3	--	--
Announcement at meeting	7	1.1	1	1.1
Teacher or counselor	55	8.5	19	20.0
Friend or neighbor	56	8.6	3	3.2
Relative	16	2.5	1	1.1
Employer or supervisor	13	2.0	1	1.1
Co-worker	11	1.7	2	2.1
Contacted college for info.	49	7.6	4	4.2
Other	4	0.6	1	1.1

the most important by a wide margin, with teachers or counselors being the second most important. It is important to note that there were 619 respondents for the total sample and 96 for Parkland in Table 8, and 649 respondents for the total sample and 95 for Parkland. Several adult students circled more than one response for these questions in the survey, and some did not respond to either question. The percentages used in these two tables are based on the total respondents for that particular question.

The most important sources of information identified by the adult students are also considered in Tables 10, 11, and 12. The seven most frequently identified sources of information which were considered the most important sources of information for the adult students were newspaper advertisements, college catalog, course schedule, flyer on courses, teacher or counselor at the college, friend or neighbor, and queries to the college. In Table 10, I have related these sources to new and returning students. The percentages used are based on the total number of adult students in the group (196 new students and 335 returning students). Percentages used in this manner provide a method of comparison of the groups. The new adult students rely on flyers concerning courses, course schedules, college catalogs, and friends or neighbors; the returning adult students most heavily rely on course schedules and college catalogs, with considerable reliance upon teachers or counselors at the college. It is interesting to note that 39 of the 47 new adult students who considered flyers about the college courses the most important source of information were from Harper College. This is explained by the fact that Harper

TABLE 10

MOST IMPORTANT SOURCE OF INFORMATION IDENTIFIED BY NEW AND RETURNING ADULT STUDENTS

Source of Information	New Student		Returning Student	
	N	%	N	%
Newspaper advertisement	15	7.7	29	8.7
College catalog	37	18.9	89	26.6
Course schedule	41	20.9	91	27.2
Flyer on course	47	24.0	34	10.1
Teacher or counselor	10	5.1	43	12.8
Friend or neighbor	28	14.3	22	6.7
Contacted college for info.	18	9.2	27	8.1
TOTAL	196	100.0	335	100.0

employs an outside agency which guarantees their mailings to reach 90% of the adult population of the Harper district.

In Table 11, the most important sources of information are examined as related to male and female adult students. Percentages are computed on the same basis as in Table 10. There does not appear to be a great deal of difference in what males and females feel are the most important sources of information concerning enrollment.

I also examined the most important sources of information for course enrollment as related to the age of the adult student. No unusual trends by age developed as to what students considered to be the most important sources of information for enrollment. The largest number of adult students are from 30-39 years of age. They rely on the course schedule and the college catalog as the

TABLE 11

MOST IMPORTANT SOURCE OF INFORMATION IDENTIFIED BY MALE AND FEMALE ADULT STUDENTS

Source of Information	Male		Female	
	N	%	N	%
Newspaper advertisement	13	6.6	36	9.8
College catalog	57	28.8	79	21.5
Course schedule	47	23.7	91	24.7
Flyer on course	18	9.1	65	17.7
Teacher or counselor	26	13.1	29	7.9
Friend or neighbor	16	8.1	40	10.9
Contacted college for info.	21	10.6	28	7.6
TOTAL	198	100.0	368	100.0

most important sources of information for enrollment. This information is presented in Table 12.

I also asked the adult students to identify sources of information about course offerings at the community colleges which discouraged them from enrolling in courses. These data are presented in Table 13 for all six colleges surveyed alongside the data for Parkland only. The table shows friends and neighbors to be the most frequently cited sources of information which discourage adult students from enrolling. The course schedule was the second most frequently cited dissemination method which discouraged adult students from enrolling.

The sources of information which discouraged adult students at Parkland from taking courses followed a pattern similar to the

TABLE 12

MOST IMPORTANT SOURCE OF INFORMATION IDENTIFIED BY
THE VARIOUS AGE GROUPS OF ADULT STUDENTS

Source of Information	Under 20		20-29		30-39		40-49		50-59		60 and over	
	N	%	N	%	N	%	N	%	N	%	N	%
Newspaper advertisement	0	--	21	3.2	9	1.4	6	.9	9	1.4	4	.6
College catalog	6	.9	67	10.3	25	3.9	15	2.3	18	2.8	5	.8
Course schedule	4	.6	66	10.2	36	5.5	20	3.1	7	1.1	5	.8
Flyer on course	1	.2	29	4.5	23	3.5	9	1.4	18	2.8	2	.3
Teacher or counselor	2	.3	20	3.1	15	2.3	13	2.0	4	.6	1	.2
Friend or neighbor	4	.6	19	2.9	15	2.3	11	1.7	5	.8	2	.3
Contacted college for info.	4	.6	25	3.9	13	2.0	3	.5	3	.5	1	.2
TOTAL	21	3.2	247	38.1	136	21.0	77	11.9	64	9.9	20	3.1

TABLE 13

DISSEMINATION METHODS WHICH DISCOURAGED
ADULT STUDENTS FROM ENROLLING

Source of Information	All Six Colleges Surveyed		Parkland	
	N	%	N	%
Newspaper advertisement	15	1.9	2	1.7
Newspaper news story	6	0.8	1	0.9
Television advertisement	2	0.3	--	--
Television news story	2	0.3	--	--
Radio advertisement	3	0.4	--	--
Radio news story	2	0.3	--	--
College catalog	40	5.0	16	13.8
Course schedule	48	6.0	17	14.7
Flyer concerning course	15	1.9	5	4.3
Poster	8	1.0	3	2.6
Billboard	6	0.8	4	3.4
Lecture about course	26	3.3	8	6.9
Announcement at meeting	5	0.6	1	0.9
Teacher or counselor	39	4.9	16	13.8
Friend or neighbor	70	8.8	21	18.1
Relative	29	3.6	7	6.0
Employer or supervisor	8	1.0	3	2.6
Co-worker	21	2.6	8	6.9
Contacted college for info.	28	3.5	8	6.9
Other	3	0.4	--	--

total sample. The percentages were more dramatic, with 21 (18.1%) citing a friend or neighbor as discouraging them from enrolling.

There were 798 adult student respondents with 591 of them (74.1%) working full- or part-time. Over half (57.4%) had professional or clerical positions. At Parkland College, 94 (81.0%) of the adult students surveyed were working either full- or part-time. Professional and clerical employees represented 57.0% of the adult students surveyed. At Parkland the number of adult students who had professional positions was almost double the number of students who were clerical workers--while in the total survey they were virtually equal. Table 14 has a complete listing of the types of jobs held by these adult students.

After asking the adult students to identify such things as the ways in which they learned of course offerings at the college, the most important source of information, and how they first learned of the course in which they were currently enrolled; I considered it important to ask these adult students if they thought there was a better way for the college to inform them of its course offerings. For all six colleges surveyed, the adult students who felt improvements could be made numbered 119 (14.9%). That same question asked of just the adult students at Parkland College resulted in only 5 (4.3%) indicating that better ways should be used. The suggestions made most frequently were that course schedules be mailed to the homes and that newspaper advertisements be used to a greater extent.

TABLE 14

OCCUPATIONS OF ADULT STUDENTS

Type of Work	All Colleges Surveyed		Parkland	
	N	%*	N	%*
Professional, technical	169	28.6	35	37.6
Managers, administators	56	9.5	9	9.7
Clerical	170	28.8	18	19.4
Sales workers	43	7.3	6	6.5
Craftsmen, foremen	50	8.5	7	7.5
Operatives, except transport	30	5.1	4	4.3
Transport equipment operators	2	0.3	--	--
Service workers	47	8.0	8	8.6
Laborers, except farm	15	2.5	5	5.4
Farmers, farm managers	3	0.5	--	--
Farm laborers, farm foremen	1	0.2	--	--
Private household workers	5	0.8	1	1.1
TOTAL	591	100.0	93	100.0

*Percentages are based on total number of adult students with jobs.

Adult Non-Participants

A study such as this cannot overlook the importance of the non-participating adult who may not for many reasons be currently enrolled in courses. This part of the study was a most enlightening data collection process for me.

In Table 15, I have presented the profile information on the non-participating adults. The number of females surveyed outnumbered the males almost 4 to 1. The most important reason for this was that the surveys were generally conducted on afternoons through early evening hours on weekdays, which meant that mostly females would answer if anyone was home. Another reason, although I did not keep records on this point, was that women were more willing than men to answer the survey.

The number of married people answering the survey is also attributed, at least partially, to the fact that if anyone was home in the afternoon, it would be because of a working spouse. The ages of those surveyed were relatively equally distributed over the various age groups. The racial background of the non-participants was very similar to the percentage found for adult students. The family incomes of the non-participants were somewhat higher than the incomes for the families of the adult students; this could be partially attributed to a more equal distribution of age groups for non-participants which would include more people with higher salaries.

In the survey, I asked the non-participants whether or not they had ever taken a course at the community college in their district. There were 47 (22.9%) of the 205 adults surveyed who had taken a course at the college. The number of non-participants who had participated in

TABLE 15

PROFILE OF ADULT NON-PARTICIPANTS

Profiles	N	%*
Sex:		
Female	158	77.1
Male	47	22.9
Marital Status:		
Married	170	83.3
Divorced	6	2.9
Separated	1	0.5
Widowed	9	4.4
Never Married	18	8.8
Age:		
Under 20	4	2.1
20-29	45	23.1
30-39	40	20.5
40-49	43	22.1
50-59	27	13.8
60 and over	36	18.5
Race:		
White/Caucasian	194	94.6
Black/Negro/Afro-American	10	4.9
Oriental	--	---
Mexican-American/Chicano	--	---
Puerto Rican/American	--	---
Other	1	0.5
Family Income:		
Under $10,000	38	27.1
$10,000-$20,000	52	37.1
Over $20,000	50	35.7

*Percentages are based on sample size of the particular group.

some type of adult educational activity in the past was 102 (49.8%). So virtually half of those surveyed had been involved in some form of adult educational activity sometime in the past.

Even though the adults included in this telephone survey were not currently enrolled in a course at the community college at the time of

the survey, almost every one of them was aware of the college and its course offerings in one or more ways. I have summarized this information in Table 16. One point is clearly made by the information in this table; the non-participating adults are aware of the information that is disseminated about courses at the six colleges.

Being aware of the information does not make one well-informed, so I asked each non-participant to indicate how well-informed he or she was regarding the programs and course offerings for his or her community college. Table 17 has this information. I thought it might also be interesting to compare this information with the non-participant's past record of participating in adult education activities.

After giving the totals for all respondents, I indicated the numbers of non-participants for each category who had, in the past, participated in some type of adult education activity. The percentages are based on the total number for that category (e.g., 27 is 67.5% of 40). The last two columns of the table indicate the number of non-participants who had taken adult education courses at that community college. This table clearly indicates that past participation in adult education activities means that the individual is more likely to be better informed than those who have not had such a background.

I asked the non-participants how interested they were in learning more about the programs and course offerings of their community colleges. This information is presented in Table 18. While these data are interesting and fairly accurately portray the tendency of the non-participants surveyed, I discovered a flaw in the question during the

TABLE 16

WAYS ADULT NON-PARTICIPANTS LEARNED OF COURSE OFFERINGS

Source of Information	N	%
Newspaper advertisement	139	67.8
Newspaper news story	119	58.0
Television advertisement	18	8.8
Television news story	36	17.6
Radio advertisement	38	18.5
Radio news story	41	20.0
College catalog	84	41.0
Course schedule	116	56.6
Flyer concerning course	47	22.9
Poster	78	38.0
Billboard	21	10.2
Lecture about course	6	2.9
Announcement at meeting	40	19.5
Teacher or counselor	36	17.6
Friend or neighbor	146	71.2
Relative	128	62.4
Employer or supervisor	15	7.3
Co-worker	45	22.0
Contacted college for info.	56	27.3
Other	--	---

TABLE 17

HOW WELL-INFORMED ADULT NON-PARTICIPANTS ARE REGARDING COURSE OFFERINGS

How Well-Informed	Total		Past Part. of Adult Edu. Act.			
			At Any Agency		At Comm. College	
	N	%	N	%*	N	%*
Very well-informed	40	19.5	27	67.5	19	47.5
Somewhat well-informed	60	29.3	31	51.7	17	28.3
Not very well-informed	75	36.6	37	49.3	9	12.0
Not at all informed	30	14.6	7	23.3	2	6.7

*These percentages are based on the total "N" for that category of how well informed was the non-participant.

TABLE 18

COURSE INTEREST OF THE ADULT NON-PARTICIPANTS

Interest Level	N	%
Very interested	33	16.1
Somewhat interested	58	28.3
Not very interested	58	28.3
Not at all interested	56	27.3

survey. In one question I asked the individual being interviewed how well informed he or she was regarding course offerings at the college; in the following question I asked the individual how interested he or she was in learning more about course offerings at the college. If the interviewee was very well informed, he or she might not have been interested in learning more simply because enough was known already--not that they lacked interest. As previously stated, however, I feel these data do, in general, reflect the interest of the non-participants in course offerings at the community colleges involved in the survey. This table shows that 114 (55.6%) of those surveyed have little or no interest in course offerings at the colleges.

Finally, I asked each non-participant if there was a better way for him or her to be informed of programs and course offerings. Only 27 (13.2%) of the non-participants indicated that a better way could be used. Thirteen of those wanted course schedules mailed to the homes. Three individuals indicated that more publicity in general was needed. Two people wanted more newspaper advertising, and two others wanted a better explanation of course information as it appears in the schedule. Other suggestions (each of which was mentioned by only one individual but which seems to have merit) were to better inform high schools and counselors regarding the college, to offer more publicity on specific courses, and to improve registration procedures which discourage participation. I should state that only three non-participants suggested improvements to Parkland College, which were:

1. Mail schedules
2. Advertise more on radio
3. Advertise more on television
4. Inform high schools better

Since nothing made the responses of the non-participants in the Parkland College district atypical and because the sample size of 35 was relatively small to use separately, the non-participants' data were used only as a collective sample.

Businesses

The final group surveyed in this study was selected businesses within each of the six community college districts. A total of 45 businesses were surveyed. The number of employees in each of the businesses varied from fewer than 50 to over 10,000. Table 19 gives the complete grouping of the businesses.

In the average to smaller sized businesses, I talked to the personnel manager, his or her assistant, or the appropriate secretary. Some of the larger businesses had someone specifically in charge of employee education whom I called to answer the survey. They were asked to give the approximate number of employees who took courses at the community college during the past year. Table 20 gives a complete list of the number of employees taking courses at community colleges. In some cases the number was very precise while others appeared to be very close to educated guesses, with 12 (26.7%) saying that they did not know. Those businesses with some type of employee incentive for taking courses were, of course, the ones who could be more precise.

TABLE 19

NUMBER OF EMPLOYEES IN THE BUSINESS

Number	N	%
Fewer than 50	4	8.9
50-99	2	4.4
100-499	19	42.2
500-999	9	20.0
1,000-4,999	9	20.0
5,000-9,999	1	2.2
10,000 or more	1	2.2

TABLE 20

APPROXIMATE NUMBER OF EMPLOYEES
TAKING COURSES AT THE COMMUNITY COLLEGE

Number	N	%
None	5	11.1
1-4	6	13.3
5-9	4	8.9
10-19	8	17.8
20-49	6	13.3
50-99	3	6.7
100 or more	1	2.2
Don't know	12	26.7

TABLE 21

INCENTIVES PROVIDED BY BUSINESS
TO ENCOURAGE EMPLOYEE ENROLLMENT IN COURSES

Incentives	N	%
Allow flexible work hours	16	35.6
Definite pay incentives	3	6.7
Partial reimbursement of educational expenses	23	51.1
100% reimbursement of educational expenses	27	60.0
Pay for time spent in the classroom	9	20.0
Other	2	4.4

The different forms of incentives are outlined in Table 21 above. The most common form of incentive is reimbursement for training costs. This ranges from partial to 100% reimbursement. In order to get the 100% reimbursement, most businesses require a passing grade of "C" or better. Some firms use a sliding scale to determine the amount of reimbursement (e.g., grade of "A" means 100% reimbursement and grade of "B" means 90% reimbursement). The two businesses indicating other forms of incentives were both from the Chicago area. One indicated the use of reimbursement of tuition for courses offered by their savings and loan association but not for community colleges. The other indicated that they do pay for attendance at seminars. One restriction which seemed to be very common for many businesses offering incentives was that the course had to be related to the employee's work.

How well-informed were the businesses (and their employees) of the course offerings at each of their community colleges? Thirty-three (73.3%) indicated that their community college did inform them of course offerings at the college. Twenty-nine received the course schedules and/or college catalog regularly. Three businesses stated that they received flyers about seminars, newsletters, and phone calls from the college. One business received information from one of its employees who was a member of a college advisory committee. Twenty seven (60.0%) of these businesses do disseminate the information (the others have it available upon request) received from the college. Table 22 provides a list of the dissemination methods and the number of the businesses using each of those methods. Bulletin boards were used most frequently by businesses to disseminate the course information to the employees.

Each employee interviewed for the survey was also asked to give an opinion as to how well-informed the employees of that business were regarding course offerings at their community college (Table 23).

Thirteen (28.9%) of the businesses surveyed felt that there were better ways to inform them of course offerings. While there is an overlap among their statements, they are different enough to list separately. They are:

1. Have college personnel contact the business people
2. Send the material to the business and it will be publicized
3. Supply more specific information on course offerings
4. Send information to department heads or managers
5. Put the businesses on a regular mailing list
6. Send a college counselor to conduct an information seminar

TABLE 22

METHODS USED BY BUSINESSES
TO DISSEMINATE COMMUNITY COLLEGE COURSE INFORMATION
TO EMPLOYEES

Methods	N	%
Bulletin boards	16	35.6
House organs	7	15.6
Encouragement to new employees	2	4.4
College catalog & other information made available	11	24.4
Counseling and advising	1	2.2
Employment letter outlining educational opportunities	2	4.4

TABLE 23

OPINIONS ON HOW WELL-INFORMED EMPLOYEES ARE
REGARDING COURSE OFFERINGS AT THE COMMUNITY COLLEGE

How Well-Informed	N	%
Very well-informed	13	28.9
Somewhat well-informed	15	33.3
Not very well-informed	10	22.2
Not at all informed	5	11.1
Don't know	2	4.4

While there has been an attempt by the community colleges to meet these needs expressed by 13 of the businesses surveyed, updating changes in the community is a constant process. Changes in personnel by the college and/or the businesses can create gaps to be dealt with by the colleges.

In Chapter 5, I offer conclusions and recommendations, based on the findings in this study.

CHAPTER V

SUMMARY AND CONCLUSIONS

In this chapter, I have again examined the data collected for this study; however, this time more is involved than the reporting of the data collected. I have considered the data in light of information gathered from related literature, courses taken at the University of Illinois, and discussions with many people in adult and continuing education.

Summary

The adult and continuing education administrators were asked to indicate the importance of various personnel in the dissemination of information to the people of the district. In addition to the expected importance of the personnel in continuing education, teachers of the courses, college community information personnel and the departmental/divisional chairpersons; advisory committees, students, the registration center, and community coordinators were mentioned. With the growing use of community coordinators in states such as Ohio and Wisconsin, a similar result seems likely in Illinois (especially in the community college districts serving large areas.)

The administrators were asked to rank the five most important dissemination methods used by their colleges. By weighted average they were: 1. course schedules, 2. newspaper advertisements, 3. newspaper news story, 4. flyers concerning courses, and 5. word of mouth. When the

administrators were asked to indicate how often they used each of the dissemination methods to "publicize" the course offerings, the order was changed somewhat with two additional methods being frequently cited--college catalog and queries to the college for information.

In Figures 1-4 on pages 52 and 53, I compared the responses of the administrators regarding the best informed socio-economic group and their responses both to how they ranked each of the dissemination methods given in the questionnaire and to how frequently their colleges used each of the dissemination methods. In both cases when the data from each of these questions were compared with the socio-economic group best informed by each of these dissemination methods, in the opinion of the adult and continuing education administrators, the middle socio-economic status group had the overwhelming advantage. Since these people are the ones most interested and likely to enroll, the logical course of action is to direct "publicity" to those people. (However, continued use of this technique makes this a "self-fulfilling prophecy.")

How did frequency of usage for the dissemination practices by the administrators compare with the ways in which adult students and non-participants indicated learning of course offerings at the community colleges? The ways in which adult students and non-participants learned of course offerings at the college had an order for frequency of being cited very similar to the order cited by the administrators. In some cases the percentages varied a great deal. One, in particular, was the number of Parkland adult students stating that they learned of the course offerings from the course schedule 96 (82.8%) and the college

catalog 104 (89.7%). While these two sources were most frequently mentioned by adult students from all six schools, the percentage citing course schedules was 63.7 and for college catalogs the percentage was 59.0.

In the questionnaires to the adult students (and the non-participants) the "source of information" section contained a break-down of the word-of-mouth category--in order to gather more specific data.

When the sub-categories of that section were combined for the way in which adult students first learned of course offerings at the community college, word-of-mouth was the most frequently cited source (35.4%). The sub-categories were:

1. Lecture about course--0.5%
2. Announcement at a meeting--1.1%
3. Teacher or counselor at the college--5.8%
4. Friend or neighbor--14.1%
5. Relative--5.3%
6. Employer or supervisor--3.1%
7. Co-worker--5.5%

"Friend or neighbor" was the most influential sub-category. Of the adult students at Parkland, three sources were, by far, the most frequently mentioned as first sources: word-of-mouth (37.5%), college catalog (30.2%), and course schedule (17.7%). Together these three sources represent 85.4% of the responses. None of the students at Parkland identified "flyer concerning a course" as most important while 10.5% of the total sample cited it as a first source.

All of the sources of information which are identified by the adult students and the first source of information which they reported receiving course information from are important. Perhaps the most significant findings concern the "most important source of information." For the adult students in all six colleges surveyed, the following ranking of the most important source of information was obtained.

(2)* 1. Word of mouth (24.7%)
   a. Lecture about course--0.3%
   b. Announcement at a meeting--1.1%
   c. Teacher or counselor at college--8.5%
   d. Friend or neighbor--8.6%
   e. Relative--2.5%
   f. Employer or supervisor--2.0%
   g. Co-worker--1.7%

(1) 2. Course schedule (21.3%)

(4) 3. College catalog (21.0%)

(5) 4. Flyer concerning course (12.8%)

(7) 5. Newspaper advertisement (7.6%)
(6) Contacted college for information (7.6%)

(3) 7. Newspaper news story (3.4%)

*Ranking by frequency of usage by administrators

While the percentages may seem low for newspaper advertisements, queries to the college for information, and newspaper news story, the important points are that only newspaper advertising, of those three sources, involved direct expense to the college, and, while only 7.6% indicated that source to be the most important source of information, 47.2% of the adult students indicated the newspaper advertisements as one way in which they learned of the course offerings.

One further point about expenses: the flyers concerning courses and the newspaper advertisements are the only two sources which can be

said to be direct expenses principally for the adult and continuing education program--of the seven most frequently used methods of information dissemination.

There were only six sources identified as the most important sources of information by Parkland adult students. They were:

(4)# 1. College catalog (43.2%)

(2) 2. Word of mouth (28.6%)
   a. Lecture about course--0.0%
   b. Announcement at a meeting--1.1%
   c. Teacher or counselor at college--20.0%
   d. Friend or neighbor--3.2%
   e. Relative--1.1%
   f. Employer or supervisor--1.1%
   g. Co-worker--2.1%

(1) 3. Course schedule (17.9%)

(7) 4. Newspaper advertisement (4.2%)
(6) Contacted college for information (4.2%)

(3) 6. Newspaper news story (1.1%)

#Ranking by frequency of usage by administrators.

The extremely high frequency of reference to the college catalog by the adult students at Parkland is puzzling. The college catalog was cited by 59.0% of all colleges surveyed and 89.7% by Parkland as a way adult students learned of course offerings. As the first way to have learned of course offerings at all colleges, it received 14.9% in the total sample and at Parkland 30.2%. Finally, as the most important source, the college catalog was cited by 21.0% of all adult students surveyed while at Parkland it was rated by 43.2% of the adult students. I have three possible explanations for that tremendous difference. One possibility is that the distribution of college catalogs to prospective adult students is more effectively accomplished at Parkland. The

second possibility is that the attractiveness of the Parkland catalog brings it to the attention of more people. The third is that because there were a large number of returning adult students surveyed at Parkland (85.1%), they would be somewhat more likely to have a college catalog than would new students. In any case, the catalog is getting the attention of the adult students in the Parkland district.

On the other hand, the "flyer concerning course offerings" was indicated by 25.9% of the adult students at Parkland as being a way in which they learned of a course offering while 40.9% of all adult students surveyed learned of courses in this manner. Ten and one half percent of them indicated that method to be their first source of information about the course while none made such an indication at Parkland. This result is even more important when one realizes that this dissemination method is regularly used at Parkland and is considered to be the fourth most important dissemination method used by the college.

One other item is noteworthy concerning the most important sources of information. While many of the percentages for the sub-categories of word-of-mouth were below the total percentage for all six colleges, teachers and counselors at Parkland were cited by 20.0% of the adult students surveyed as being the most important source of information for their enrolling in courses. This percentage was much higher than the 8.5% for all six colleges. For the way in which adult students first learned of courses, results for Parkland were 16.7% to 5.8% for all six colleges and 39.7% for Parkland and 22.9% for all colleges for ways in which adult students learned of course offerings. I consider this a real plus for Parkland.

I also examined the most important sources of information by separating the students into groups of new and returning students. New adult students at the colleges were more likely to consider a flyer on a course and a friend or neighbor to be the most important source of information while the returning adult students were better informed by college catalogs, course schedules, and teachers or counselors at the college.

When the most important sources of information concerning course offerings were examined with the adult students separated into male and female groups, the males more often consider the college catalog and teachers or counselors at the college to be the most important sources of information; the females tend to rely more on a flyer for a course.

When I asked the adult students to identify different dissemination methods regarding the colleges' course offerings which had discouraged them from enrolling, I did not know what to expect. I could have projected that the "friend or neighbor" might be one of the highest in frequency. For all six colleges there were 8.8% of the adult students surveyed who so indicated. What I was not prepared for was the response I got at Parkland College. As the figures revealed in Table 13, page 67, Parkland students are discouraged by the college catalog (13.8%), course schedule (14.7%), teacher or counselor at the college (13.85%), and friend or neighbor (18.1%). These percentages are all at least 8.7% higher than the percentages for the adult students in all six colleges surveyed. In 14 of the 20 dissemination methods studied, Parkland had a higher percentage of adult students who have been discouraged from enrolling

than there was in all six colleges surveyed. The results might be clouded by the relatively small sample size of 116 adult students at Parkland, and the results seem in direct conflict with previous discussion of data. This area needs further study.

With regard to the employment of adult students, I found that over half (57.4%) were employed in professional and clerical positions. The location of Parkland College probably explains the difference in the number of adult students who had either professional or clerical positions. While the number for all six colleges was virtually equal, the number of people holding professional positions was almost double the number of persons with clerical positions.

Most of the adult students surveyed expressed more than one reason for taking a course, with "becoming better informed," "meet new and interesting people," "get better training for a job," "prepare for a new job," and "escape daily routine" being mentioned most often. These adults were also asked to identify any courses not currently being offered by the college which they would like to take. These courses were separated into four categories which were: personal improvement, general studies, vocational, and hobby/recreational. While the number of requests were relatively equal for all four, vocational courses were mentioned more often. An interesting study of this type of information would be to find out if the courses requested by such a student were actually being offered or had recently been offered without his or her knowledge.

I constructed a profile of the non-participant: white middle class married female between the ages of 20-49, whose family income is over $10,000 per year. This basically resembled the "typical" adult student's profile.

The non-participant who had never participated in any type of adult education activity through the college or any other agency was less likely to be as well-informed of the course offerings at the college than those who had some record of participation. Of the non-participants indicating that they were well informed 67.5% of those had participated in adult education activities, and 47.5% had taken adult education courses at the college.

The interest of non-participants in learning more about the course offerings at the college was not great but not all that discouraging. There were 16.1% who indicated a strong interest; 28.3% were somewhat interested; another 28.3% were not very interested; and 27.3% were not at all interested.

There is another aspect of this study in which the result for Parkland was better than for all six colleges as a group. That is, adult students and non-participants surveyed were asked to identify ways in which the colleges could better inform them of course offerings. While 14.9% of all adult students surveyed indicated such improvement, only 4.3% of the adult students at Parkland made suggestions to better inform them of course offerings. The non-participants for all six college districts surveyed were asked the same question; 13.2% offered suggested improvements. Only 8.6% of the non-participants at Parkland suggested better ways to inform them of course offerings at the college.

In the telephone survey to the businesses, I succeeded in contacting a wide range of businesses: they ranged from companies manufacturing candy, shoes, garments, and toys to a savings and loan

institution, a real estate office, and a hospital. The educational incentive programs ranged from nothing to very generous. Most of the businesses interviewed had some type of incentive program, the most common being the reimbursement of part or all of tuition costs for courses related to the employee's job.

Most of the businesses were very interested in being informed of the offerings of the college that might be of benefit to them. Thirty-three (73.3%) of the businesses were receiving some information from the college. Of those who were not receiving information, four asked me to have them put on the colleges' mailing lists, so I informed that particular community college of their interest.

In most cases, if a business was receiving materials from the college, the management seemed to have a plan for informing employees of the materials. Usually information was posted on the bulletin boards or placed in an area where all employees could look at the material--60.0% of the businesses surveyed used one or both of these methods.

The individual interviewed was asked how well-informed were the employees of the business regarding course offerings at the college. There were 62.2% who felt their employees were either very well-informed or somewhat well-informed.

The individual interviewed was also asked if there was a better way to inform the business of course offerings at the college; thirteen (28.0%) so indicated. Those suggestions which I listed in Chapter IV, page 79, would be good to keep in mind for future improvements in business contacts.

Conclusions

The following conclusions may be drawn from this study:

1. Word-of-mouth publicity by satisfied students and others who recommend the college is capable of bringing more adult students to the college than any other publicizing method.

2. Newspapers, course flyers, course schedules, and college catalogs are very important sources of information to the potential adult student. These sources of information are considered by over 65% of the adult students to be the most important.

3. Radio, television, posters, billboards, and announcements at meetings reach a small proportion of the adult students who enroll.

4. The best possible publicity campaign will not be good enough to bring in many of the non-participants who might really need the course being offered.

5. The majority of businesses and their employees are informed of the course offerings of the college; however, a continual up-date of mailing lists is essential.

On the basis of the summary and conclusions, I have these recommendations:

1. All the personnel who deal with the adult students, especially the registration center, teachers, and counselors should be made aware of their impact on these individuals. A satisfied "customer" should be our goal.

2. Information about the adult and continuing education program should be given to people or groups in and outside the college who might be in a position to recommend courses to adults within the district.

3. In addition to the "tried and true" dissemination methods, the adult and continuing education administrators must be ever mindful of the uniqueness of his or her district for additional methods which might be of great value only in that district.

4. Because almost half of the adult students surveyed (49.6%) had contacted the college for information, the college should be certain that the teachers and/or staff members know the information asked for or know to whom to refer them for the answer.

5. The extensive use of course flyers at Parkland should be investigated. Perhaps the courses surveyed were not ones having a flyer distributed, or there may be other logical explanations for the lack of response to this dissemination method at Parkland.

6. A better understanding is needed of the influence of the college catalog and the teachers and counselors at Parkland College on adult students. Many adult students at Parkland indicated that these two sources of information were the most important for enrollment while a relatively high percentage--when compared to totals for all six colleges--were discouraged from enrolling in courses by these sources.

7. The feasibility of implementing one or more of the suggestions made by businesses to better inform them of the course offerings of the college should be studied.

8. Each adult and continuing education administrator needs to investigate the possible use of community coordinators and determine their professional relationship with that college.

9. An effort must be made in the elementary schools, high schools, and post-secondary institutions to stress the importance of life-long education. The full-scale adoption of the career education concept in our schools would include such a philosophy. Such a development would mean that more people from many and diverse backgrounds would be interested in taking advantage of adult education opportunities.

Several results of this study lead me to make recommendations for further study. Any one of the areas of this study--adult students, non-participants, and businesses--could easily occupy a researcher in deeper analysis of not only what happened but also why. While I felt I learned a great deal from this study, I could only scratch the surface of the information available.

Hopefully, while much is yet to be learned about the dissemination of information regarding community college course offerings in adult and continuing education, I and many others at Parkland College will better understand the important role we play in meeting the needs of the people of District 505.

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APPENDIX A

1613 West Park Avenue
Champaign, IL 61820
January 30, 1976

Dr. James S. Spencer, Chancellor
Illinois Eastern Community College
233 East Chestnut Street
Olney, IL 62450

Dear Dr. Spencer:

On January 7, I telephoned you in regard to the procedure for requesting the support of the Council of Presidents for research conducted in community colleges.

I hope that the enclosed letter contains the necessary information and can be presented to the Council at its February meeting for consideration. On Monday afternoon, February 2, I will telephone your office to see if any additional information is needed.

I am looking forward to receiving a favorable response from the Council, and I appreciate very much your assistance in this matter.

Sincerely yours,

Robert J. Hardig

Enclosure: 10 copies

1613 West Park Avenue
Champaign, IL 61820
January 30, 1976

Governance Committee
Council of Presidents
233 East Chestnut Street
Olney, IL 62450

Gentlemen:

I have been granted a sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. A representative cross section of the public community colleges in the State will be surveyed. It is my hope and the hope of Parkland that the findings will benefit not only our college but all community colleges in the State of Illinois. To this end, I would like to ask the Council's support for this study.

In order to collect the necessary data to complete the study, I would like to send a questionnaire in March, 1976, to a continuing education administrator in each of the selected community colleges. Each will be asked for information on the importance of the various dissemination practices of the college concerning the continuing education courses. Data will also be gathered to determine special efforts used to encourage various target groups of the district to enroll in these courses.

I would also like to send a questionnaire during the latter part of March or the first of April, 1976, to the teachers of selected classes in these community colleges for distribution to their students. The students in these classes will be asked to identify the ways in which they learned of the courses in which they are enrolled; whether they have taken courses at the college before; and some background information to categorize student types. The students will not be asked to identify themselves nor will there be any attempt to identify specific individuals.

The questionnaire for the continuing education administrators should require no more than 15-30 minutes to complete; the student questionnnaire will require a maximum of 10 minutes to complete. Because I realize the burden that many questionnaires can place upon college personnel, these questionnaires will be pilot tests for time required to complete and appropriateness.

Present plans include the preparation of a monograph which would be paid for by the researcher. With the Council's approval, it would be distributed to all public community colleges in Illinois. Such a monograph concerning this study would be of value to the community colleges by providing them with a summary of methods used to disseminate information and their effectiveness in reaching the public.

Your approval of this study will permit me to acquire essential data and assist in securing a more representative and complete response which means that my findings will provide more accurate information to the community colleges. Your assistance in this project will be greatly appreciated, and I promise a dedicated effort to provide a worthy contribution to the community colleges of the State of Illinois.

Sincerely yours,

Robert J. Hardig

cc: Dr. William M. Staerkel

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ILLINOIS EASTERN COMMUNITY COLLEGES
233 East Chestnut Street Olney, Illinois 62450 618-393-2982

Office of the Chancellor

February 10, 1976

Mr. Robert J. Hardig
1613 West Park Avenue
Champaign, Illinois 61820

Dear Mr. Hardig:

The Council of Presidents has considered your proposal and determined that it has potential value for the public community colleges of Illinois. Accordingly, they have agreed to support your efforts. This indicates that you can expect relatively good participation, and further, it permits you in writing to the colleges to state that it has been endorsed by the Illinois Council of Public Community College Presidents.

We extend to you our best wishes as you pursue this study.

Personal regards.

Sincerely yours,

James S. Spencer

JSS/msg

CC: William Stoerkel

February 11, 1976

Mr. Robert J. Hardig
1613 W. Park Avenue
Champaign, Il 61820

Dear Mr. Hardig:

This refers to your January 30, 1976, letter to the Governance Committee asking their support for your study to measure public response and enrollment in continuing education classes.

I believe Dr. Spencer wrote to tell you that the Governance Committee recommended your project to the Council of Presidents and they, too, agreed to support it.

Good luck.

Sincerely,

Rodney Berg

RB:en

1613 West Park Avenue
Champaign, IL 61820
March 31, 1976

President
Community College
Illinois

Dear President:

I have been granted sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. This study includes a survey of adult and continuing education administrators in the Illinois public community colleges and a survey of randomly selected classes of adult students currently enrolled in adult and continuing education classes. The Illinois Council of Public Community College Presidents has endorsed this study. Also, I will use the data collected as a part of my Ed.D. dissertation at the University of Illinois.

The purpose of this letter is to request your approval for adult students in your college to participate in this study. Data will be collected from a representative cross section of community colleges in Illinois that have indicated a willingness to participate in the study, so that only some of the colleges that have agreed to participate will actually be asked to do so.

Specifically, I would contact a few instructors of adult and continuing education courses in the selected colleges for their permission to have a short questionnaire answered by the students in their classes. I have pilot tested this questionnaire to insure, as best I can, that it will require a maximum of ten minutes to complete and that it is clear and concise. Individuals completing the questionnaire will not be asked to identify themselves nor will there be any attempt to identify individual students. This survey would be conducted during the latter part of April.

Upon completion of this study, a free monograph will be made available to all Illinois public community colleges. It is my hope that it will be of benefit to all community colleges in the State of Illinois by providing a summary of methods used to disseminate information and their relative effectiveness in reaching the public.

If you have any questions regarding my study, I will be happy to answer them. You may call me collect (217/352-1528) any morning before 10 a.m. Also, for your convenience in replying, a self-addressed post card is enclosed. I look forward to receiving a favorable response from you.

Sincerely yours,

Robert J. Hardig

Enclosure

POST CARD

_____ Approve participation in survey of a few adult and continuing education classes with instructor's permission.

_____ Do not wish to participate in survey.

_____
Name

_____
College

1613 West Park Avenue
Champaign, IL 61820
Date

Admissions and Records
Community College
Illinois

Gentlemen:

I am currently on sabbatical leave from my teaching duties at Parkland College to do a study which deals with dissemination practices and resulting enrollments of adult students in Illinois Public Community Colleges. I also hope to use the data collected as the basis for my Ed.D. dissertation at the University of Illinois. This project has been endorsed by the Illinois Council of Public Community College Presidents.

I would like to have a copy of your schedule for all continuing education (evening) courses offered during this SPRING semester or quarter. A prompt response would be most helpful in my work on this project.

Thank you very much for your cooperation.

Sincerely yours,

Robert J. Hardig

APPENDIX B

PARKLAND COLLEGE
2400 WEST BRADLEY AVENUE CHAMPAIGN, ILLINOIS 61820 217/351-2200

March 23, 1976

Dear Adult and Continuing Education Administrator:

I have been granted a sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. This study includes a survey of all adult and continuing education administrators in the Illinois public community colleges and a survey of randomly selected adult students currently enrolled in adult and continuing education classes. The Illinois Council of Public Community College Presidents has endorsed this study.

Data produced by this study will benefit several audiences. The adult and continuing education administrators of the community colleges of Illinois will have the opportunity to compare the practices of their college with what other community colleges are doing to disseminate information concerning their course offerings. Each college will have a better understanding of the ways in which various types of adult students learn of course offerings in which they are enrolled. The data produced by this study will benefit adminstrators and prospective students by aiding in the improvement of dis emination practices by colleges.

So that I may collect the essential data in the best way possible, I am conducting a pilot study of the administrator's questionnaire in randomly selected Michigan community colleges. Your assistance in this pilot project will be greatly appreciated. Because I realize the burden that many questionnaires can place upon college personnel, the form has been designed so that most questions can be answered by simply circling the appropriate response. Completion of the questionnaire should require only a few minutes of your time.

Enclosed is a self-addressed stamped return envelope for your convenience. The information you provide will, of course, be held in strict confidence. If you would like a free copy of the monograph to be published containing the results of this study, check the appropriate box at the end of the questionnaire.

Thank you for giving your prompt attention to this survey, and I hope to hear from you shortly.

Sincerely,

Robert J. Hardig

Enclosures

Quest. #_____

Opinions of Adult and Continuing Education Administrators on Dissemination Practices Concerning Course Offerings

1. How many students are enrolled in your college's adult and continuing education courses? (Use non-duplicated head count.)

_____

2. How many students are enrolled in vocational and technical education courses in adult and continuing education? (Use non-duplicated head count.)

_____

3. The following list identifies types of jobs which may be held by people within your community college district. About what proportion of adults in your community college district hold each of the following types of jobs? (Circle one answer code for each job type.)

	Many	Some	Few	None
a. Professional, technical and kindred	1	2	3	4
b. Managers, officials and proprietors	1	2	3	4
c. Clerical and kindred	1	2	3	4
d. Sales workers	1	2	3	4
e. Craftsmen and foremen	1	2	3	4
f. Operatives and kindred	1	2	3	4
g. Service workers	1	2	3	4
h. Farmers and farm managers	1	2	3	4
i. Farm laborers	1	2	3	4
j. Mine workers	1	2	3	4
k. Oil field workers	1	2	3	4
l. Other (specify) _____ .	1	2	3	4

4. The following list identifies those persons who may be involved in the preparation of information and/or materials to be disseminated concerning the adult and continuing education course offerings at your college. What is the relative importance of each of the following resource groups for this purpose? (Circle one answer code for each resource group.)

	Very important	Somewhat important	Not very important	Not at all important
a. Continuing education personnel	1	2	3	4
b. Community information personnel at the college (professional publicity people)	1	2	3	4
c. Professional publicity people outside the college	1	2	3	4
d. Department and/or division chairpersons	1	2	3	4
e. Teachers of the courses	1	2	3	4
f. Others (Specify)				
_____	1	2	3	4
_____	1	2	3	4
_____	1	2	3	4

5. The following list identifies methods of dissemination which may be used by your college

	a. Rank the five most important methods. Use one to indicate the most important.	b. Is this method more important for new students or returning students?	
		New	Returning
Newspaper advertisement	_____	1	2
Newspaper news story	_____	1	2
Television advertisement	_____	1	2
Television news story	_____	1	2
Radio advertisement	_____	1	2
Radio news story	_____	1	2
College catalog	_____	1	2
Course schedule for the college term .	_____	1	2
Flyer concerning the course	_____	1	2
Other college brochures	_____	1	2
Posters	_____	1	2
Billboard	_____	1	2
Talks given about the course	_____	1	2
Announcement at a meeting	_____	1	2
Information requests by letter/phone .	_____	1	2
Word of mouth			
Teacher	_____	1	2
Friend	_____	1	2
Relative	_____	1	2
Work associate	_____	1	2
Employer/supervisor	_____	1	2
Other	_____	1	2
Other types of dissemination (Specify)			
_____	_____	1	2

to inform the people within your district of adult and continuing education course offerings.

c. Is this method most important for a low, middle, or high socio-economic status group?			d. How often is this method used to disseminate information?				e. What is the approximate amount spent by your college for each method during the last fiscal year?
Low	Middle	High	Always	Often	Sometimes	Never	
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	$_____
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	
1	2	3	1	2	3	4	$_____

6a. Are there any differences in the distribution of information of adult and continuing education courses for the vocational and technical area versus other areas (e.g., fine arts, sciences)?

Yes 1

No (Skip to Q. 7) 2

b. What are these differences?

_____

_____

_____

7a. Are there any differences in methods used to disseminate information of adult and continuing education courses dependent upon the time of the year during which the course is offered (e.g., fall versus spring semester or a half-semester course)?

Yes 1

No (Skip to Q. 8) 2

b. What are these differences?

_____

_____

_____

8. What is the maximum distance any in-district student has to travel (one way) to get to class? (Use the closest point which may be either the main or a satellite campus.)

Less than 5 miles 1

6 to 10 miles 2

11 to 15 miles 3

16 to 20 miles 4

21 to 25 miles 5

26 to 30 miles 6

31 miles or more (Specify) _____ . 7

9a. How long is the registration period for a new term (not counting late registration)?

Number of days . . . . . _____

b. The following list identifies ways in which a student might enroll in a course. Are the students able to register by: (Circle the appropriate answer code for each method.)

	Yes	No
Mail	1	2
Telephone	1	2
In person	1	2
Other (Specify) _____ . .	1	2

****

Would you like to have a copy of the monograph to be published containing the results of this study?

Yes _____ No _____

If yes please give your name and address:

_____

_____

_____

Approximately how long did it take you to complete the questionnaire?

_____

What suggestions do you have for improving the questionnaire?

_____

_____

_____

_____

(Please return this form in the enclosed postage-paid envelope.)

THANK YOU FOR YOUR COOPERATION

1613 West Park Avenue
Champaign, IL 61820
Current Date

Administrator
Adult and Continuing Education
Community College
Michigan

Dear :

Thank you for completing the pilot questionnaire regarding dissemination practices for adult and continuing education course offerings at your college.

Your cooperation is very much appreciated and most helpful to my study. (A copy of the monograph based on this study will be sent to you when it becomes available.)

Sincerely yours,

Robert J. Hardig

APPENDIX C

1613 West Park Avenue
Champaign, Illinois 61820

Dear Adult and Continuing Education Teacher:

I have been granted a sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. This study includes a survey of all adult and continuing education administrators in the Illinois public community colleges and a survey of randomly selected adult students currently enrolled in adult and continuing education classes. The Illinois Council of Public Community College Presidents has endorsed this study. Also, I will use the data collected as a part of my Ed.D. dissertation at the University of Illinois.

Data produced by this study will benefit several audiences. To you as a teacher of adult students, this study should provide you with a better understanding of how adults learn of course offerings. This will also provide the adult and continuing education administrators with better information on how to improve dissemination practices to reach more potential adult students. This, in turn, will give you the opportunity to serve the needs of more adult students.

So that I may collect the essential data in the best way possible, I am conducting a pilot study of the student's questionnaire in randomly selected classes. Your assistance in this pilot project will be greatly appreciated. The questionnaire form has been designed so that most questions can be answered by simply circling the appropriate response. Completion of the questionnaire should require no more than ten minutes of your students' class time. I, as a teacher, realize the sacrifice made by taking even a few minutes of class time. I hope you will feel as I do that the ten minutes of class time you will be allowing for this questionnaire will be very beneficial to many other potential adult students who might not otherwise be informed of course offerings such as yours.

Enclosed is a self-addressed stamped return envelope for your convenience in returning the questionnaire. I recommend that a volunteer from the class mail the questionnaires so that students understand that their anonymity will be maintained. The information provided by the adult students in your class will, of course, be held in strict confidence. Results will be published in a monograph and made available at no cost to all interested community colleges in the state.

Thank you for giving your prompt attention to the completion of this survey, and I hope to receive the student responses shortly.

Sincerely yours,

Robert J. Hardig

Enclosures

Dear Adult Student:

The purpose of this questionnaire is to determine the best ways of informing you, the adult student, of course offerings by the community college. This study will provide a basis for administrators to evaluate their current practices in publicizing course offerings to potential adult students and to improve their practices in order to communicate better with you and your community. Improvements in communication can give the residents of your district a better opportunity to help their college grow and serve their needs and interests.

This research study will be of importance to you and your college. So that I may collect the essential data in the best way possible, I am conducting a pilot study of the student's questionnaire in randomly selected classes. Your assistance in answering each of the questions carefully and completely in this pilot project will be greatly appreciated.

You will be given class time now to complete the questionnaire. It will then be collected, placed in a self-addressed envelope which I have provided, and mailed directly to me. You will note that you are not asked to identify yourself in the questionnaire. You have my assurance that no attempt will be made to identify any individuals in this study.

Thank you for your help in making this a worthwhile and valuable study.

Sincerely yours,

Robert J. Hardig

Quest. #_____

Opinions of Adult Students on Factors Relating to Course Enrollment

1. The following list identifies purposes for enrolling in a course.

	a. Are you taking this course for: (Circle the appropriate answer code for each purpose.)		b. What is the most important reason for taking it? (Circle only one.)
	Yes	No	
Better training for current job . .	1	2	3
Training for better job	1	2	3
Hobby or recreation	1	2	3
Earn high school diploma	1	2	3
Earn college degree	1	2	3
General knowledge	1	2	3
Earn citizenship	1	2	3
Be with interesting people	1	2	3
Home-centered tasks	1	2	3
Become better informed	1	2	3
Meet new people	1	2	3
Escape daily routine	1	2	3
Other (specify) _____ . .	1	2	3

2a. Is this the first course you have taken at this college?

Yes (Skip to Q. 3) . . 1

No 2

b. How many courses have you taken in total?

One 1

Two to five 2

Six or more 3

3. The following list identifies ways in which you may have received information about the course in which you are now enrolled. How important is each of the following methods to you? (Circle one answer code for each method.)

	Very important	Somewhat important	Not very important	Not at all important
NEWS MEDIA				
Newspaper advertisement . . .	1	2	3	4
Newspaper news story	1	2	3	4
Television advertisement . .	1	2	3	4
Television news story	1	2	3	4
Radio advertisement	1	2	3	4
Radio news story	1	2	3	4
Other (specify) _____ .	1	2	3	4
COLLEGE NOTICES				
College catalog	1	2	3	4
Course schedule for the term.	1	2	3	4
Flyer concerning the course .	1	2	3	4
Other college brochures . . .	1	2	3	4
Posters	1	2	3	4
Billboard	1	2	3	4
Other (specify) _____ .	1	2	3	4
WORD OF MOUTH				
Heard a talk about course . .	1	2	3	4
Announcement at a meeting . .	1	2	3	4
Contacted college for info. .	1	2	3	4
Teacher at the college . . .	1	2	3	4
Friend	1	2	3	4
Relative	1	2	3	4
Work associate	1	2	3	4
Employer/supervisor	1	2	3	4
Other (specify) _____ .	1	2	3	4
MISCELLANEOUS				
Other (specify) _____ .	1	2	3	4

4a. Do you think there could have been a better way for the college to have informed you of the course offerings?

Yes 1

No (Skip to Q. 5) 2

b. What are your suggestions?

_____

_____

_____

5a. Are there any courses which are not now offered by the college that you would like to take?

Yes 1

No (Skip to Q. 6) 2

b. What are the courses you would like to take?

_____

_____

_____

6. Which of the following best represents your age group?

Under 20 1

20-29 2

30-39 3

40-49 4

50-59 5

60-69 6

70 and over 7

7. What is your sex?

Male 1

Female 2

8. Are you: (Circle one)

White/Caucasian 1

Black/Negro/Afro-American 2

Oriental 3

Mexican-American/Chicano 4

Puerto-Rican/American, or 5

Other (specify) _____ . 6

9. What is your current marital status?

Married 1

Divorced 2

Separated 3

Widowed 4

Never married 5

10a. Are your currently employed full-time or part-time? (Circle one)

Yes, full-time (Skip to Q. 11) 1

Yes, part-time (Skip to Q. 11) 2

No 3

b. Are you a full-time homemaker, full-time student, retired or unemployed person? (Circle one)

Full-time homemaker (Skip to Q. 12) . . 1

Full-time student (Skip to Q. 12) . . . 2

Retired person (Skip to Q. 12) 3

Unemployed person (Skip to Q. 12) . . . 4

11. What type of work do you do? (Circle one)

Professional, technical (e.g., doctor, x-ray technician) 01

Managers, officials and proprietors (e.g., office manager, owner of business) 02

Clerical (e.g., secretary) 03

Sales workers (e.g., sales clerk) 04

Craftsmen and foremen (e.g., carpenter) 05

Operatives (e.g., assembly line worker) 06

Service workers (e.g., waitress, sanitary worker) 07

Farmers and farm managers 08

Farm laborers 09

Other (specify) _____ 10

12. How many years of school have you completed? (Circle one)

Never attended school 1

1-4 years 2

5-7 years 3

8 years 4

9-11 years 5

12 years 6

13-15 years 7

16 years 8

More than 16 years 9

13. What was your total family income in 1975 before taxes?

Under $1000 01

$1000-$2999 02

$3000-$4999 03

$5000-$6999 04

$7000-$8999 05

$9000-$10999 06

$11000-$12999 07

$13000-$14999 08

$15000-$16999 09

$17000-$18999 10

$19000-$20999 11

$21000 and over 12

14. What is the size of the community where you currently live? (Circle one)

Large metropolitan area (2,000,000 or more)

Central city 1

Suburb or outskirts 2

Small metropolitan area (Under 2,000,000)

Central city 3

Suburb or outskirts 4

Other

Small city (10,000-50,000) 5

Small town (Under 10,000) 6

Rural 7

15. How far do you have to travel (one way) from your home to the location of your class? (Circle one)

Less than 5 miles 1

6-10 miles 2

11-15 miles 3

16-20 miles 4

21-25 miles 5

26-30 miles 6

31 miles or more (specify)_____ . 7

16a. In general, if you desired to take a course, is there any time during the year that you could not do so? (Circle all those that apply.)

Fall 1

Winter 2

Spring 3

Summer 4

Could take a course during any part of the year (Skip to Q. 17) 5

16b. What are your reasons for not being able to do so?

_____

_____

_____

17a. How did you register for this course? (Circle one)

Mail 1

Telephone 2

In person 3

Other (specify) _____ . 4

b. Did you find registering for this course to be: (Circle one)

Very convenient 1

Somewhat convenient 2

Not very convenient 3

Not at all convenient 4

****

Approximately how long did it take you to complete the questionnaire?

_____

What suggestions do you have for improving the questionnaire?

_____

_____

_____

_____

THANK YOU FOR YOUR COOPERATION

APPENDIX D

April, 1976

Dear Adult and Continuing Education Administrator:

I have been granted a sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. This study includes a survey of all adult and continuing education administrators in the Illinois public community colleges and a survey of students from randomly selected evening classes in six community colleges. The Illinois Council of Public Community College Presidents has endorsed this study.

Data produced by this study will benefit several audiences. The adult and continuing education administrators of the community colleges of Illinois will have the opportunity to compare the practices of their college with what other community colleges are doing to disseminate information concerning their course offerings. Each college will have a better understanding of the ways in which various types of adult students learn of course offerings in which they are enrolled. The data produced by this study will benefit administrators and prospective students by aiding in the improvement of dissemination practices by colleges.

Because I realize the burden that many questionnaires can place upon college personnel, the form has been designed so that most questions can be answered by simply circling the appropriate response. Completion of the questionnaire should require only a few minutes of your time.

Enclosed is a self-addressed, stamped return envelope for your convenience. The information you provide will, of course, be held in strict confidence and will be used only in an anonymous summary form as a basis for a statistical analysis. Results will be published in a monograph and will be made available at no cost to all interested community colleges in the state.

Thank you for giving your prompt attention to this survey, and I hope to hear from you shortly.

Sincerely yours,

Robert J. Hardig

Enclosure

Deck _____	1
Quest. _____	2-6

Opinions of Adult and Continuing Education Administrators on Dissemination Practices Concerning Course Offerings

(Responses should be made with reference to all evening courses – those offered at 5 p.m. or later.)

1. How important is each of the following in preparing information about the adult and continuing education courses offered by your college? *(Circle one answer code for each)*

	Very Important	Somewhat Important	Not Very Important	Not at all Important	We do not have this type of personnel	
a. Continuing education personnel	1	2	3	4	5	7
b. Community information personnel at the college . .	1	2	3	4	5	8
c. Professional publicity people outside the college	1	2	3	4		9
d. Department and/or division chairpersons	1	2	3	4	5	10
e. Teachers of the courses . . .	1	2	3	4		11
f. Other *(Specify)* _____	1	2	3	4	5	12

The following list identifies methods of dissemination which may be used by your college to inform the people within your district of adult and continuing education course offerings.

	2a. About how often is each of the following methods used by your college to disseminate information about adult and continuing education courses? *(Circle one response code for each item.)*				b. Would you say each method listed below is most important for a low, middle, or high socio-economic status group? *(Circle one response code for each item.)*			c. For your institution, which methods would you rank as the five most important methods? *(Use one to indicate the most important and five for the least important of these five ranked types.)*	
	Usually	Sometimes	Seldom	Never	Low	Middle	High		
Newspaper advertisement . . .	1	2	3	4	1	2	3	_____	13-15
Newspaper news story	1	2	3	4	1	2	3	_____	16-18
Television advertisement . . .	1	2	3	4	1	2	3	_____	19-21
Television news story	1	2	3	4	1	2	3	_____	22-24
Radio advertisement . . .	1	2	3	4	1	2	3	_____	25-27
Radio news story	1	2	3	4	1	2	3	_____	28-30
College catalog . . .	1	2	3	4	1	2	3	_____	31-33
Course schedule for the college term . .	1	2	3	4	1	2	3	_____	34-36
Flyer concerning college courses . .	1	2	3	4	1	2	3	_____	37-39
Poster	1	2	3	4	1	2	3	_____	40-42
Billboard	1	2	3	4	1	2	3	_____	43-45
Talk given about college courses . .	1	2	3	4	1	2	3	_____	46-48
Announcement at a meeting	1	2	3	4	1	2	3	_____	49-51
Information request by letter/phone . .	1	2	3	4	1	2	3	_____	52-54
Word of mouth . . .	1	2	3	4	1	2	3	_____	55-57
Other *(Specify)* _____	1	2	3	4	1	2	3	_____	58-60

3a. Are there any differences in the methods used to distribute information about adult and continuing education courses for different programs *(e.g., vocational education versus other areas such as arts and sciences)*?

Yes 1 61

No *(Skip to Q. 4)* 2

b. What are these differences?

_____ 62-65

_____

_____

4a. Does the time of the year during which an adult and continuing education course is offered have any effect on the methods used to distribute information about the course *(e.g., fall versus spring semester or a half-semester course)*?

Yes 1 66

No *(Skip to Q. 5)* . . . . . 2.

b. What are these differences?

_____ 67-70

_____

_____

5. How many students are currently enrolled in your college's evening courses – 5 p.m. or later? *(Use non-duplicated head count.)* _____ 71-75

76-80/BK

(Please return this form in the enclosed postage-paid envelope)

THANK YOU FOR YOUR COOPERATION

1613 West Park Avenue
Champaign, IL 61820
Current Date

Administrator
Adult and Continuing Education
Community College
Illinois

Dear :

Approximately three weeks ago, I mailed a questionnaire to the Adult and Continuing Education Administrator in each of the community colleges in Illinois. For one reason or another, you perhaps did not receive a copy of the questionnaire. For that reason, I am enclosing with this letter a copy of the questionnaire and a stamped return envelope.

I would appreciate it very much if you would take five or ten minutes to complete the questionnaire. Your assistance will provide me with more accurate and complete results in my study. This will, in turn, be of benefit to all community colleges in Illinois.

Thank you for your help.

Sincerely yours,

Robert J. Hardig

Enclosure

1613 West Park Avenue
Champaign, IL 61820
Current Date

Administrator
Adult and Continuing Education
Community College
Illinois

Dear :

Thank you for completing the questionnaire regarding dissemination practices for continuing education course offerings at your college.

Your cooperation is very much appreciated and most helpful to my study. A copy of the monograph based on this study will be sent to you when it becomes available.

Sincerely yours,

Robert J. Hardig

APPENDIX E

Dear Instructor:

I have been granted a sabbatical leave by Parkland College to complete a study to determine the most effective methods of communicating with the public in order to achieve maximum enrollment in continuing education classes as measured by public response, enrollment. This study includes a survey of all adult and continuing education administrators in the Illinois public community colleges and a survey of students from randomly selected evening classes in six community colleges. The Illinois Council of Public Community College Presidents has endorsed this study.

Data produced by this study will benefit several audiences. To you as a teacher of adult students, this study should provide you with a better understanding of how adults learn of course offerings. This will also provide the adult and continuing education administrators with better information on how to improve dissemination practices to reach more potential adult students. This, in turn, will give you the opportunity to serve the needs of more adult students.

The questionnaire form has been designed so that most questions can be answered by simply circling the appropriate response. Completion of the questionnaire should require no more than ten minutes of your students' class time. I, as a teacher, realize the sacrifice made by taking even a few minutes of class time. I hope you will feel as I do that the ten minutes of class time you will be allowing for this questionnaire will be very beneficial to many other potential adult students who might not otherwise be informed of course offerings such as yours.

Enclosed is a self-addressed stamped return envelope for your convenience in returning the questionnaires. The information provided by your students will, of course, be held in strict confidence and be used only in an anonymous summary form as a basis for a statistical analysis. Results will be published in a monograph and made available at no cost to all interested community colleges in the state.

Thank you for giving your prompt attention to the completion of this survey, and I hope to receive the student responses shortly.

Sincerely yours,

Robert J. Hardig
1613 West Park Avenue
Champaign, IL 61820
(217) 352-1528

Enclosures

Dear Participant:

The purpose of this questionnaire is to determine the best ways of informing you, the adult student, of course offerings by the college. This study will provide a basis for administrators to evaluate their current practices in publicizing course offerings to potential adult students and to improve their practices in order to communicate better with you and your community. Improvements in communication will give your community college a better opportunity to serve the needs of the community.

This research study will be of importance to you and your college. I urge you, therefore, to answer each of the questions carefully and completely so that the data I gather will be accurate and produce meaningful results.

This class has been selected to participate in this research by a random sampling technique. You will be given class time now to complete the questionnaire. It will then be collected, placed in a self-addressed envelope which I have provided, and mailed directly to me. You will note that you are not asked to identify yourself in the questionnaire. You have my assurance that no attempt will be made to identify any individuals in this study. The information you provide will be used only in an anonymous summary form as a basis for a statistical analysis.

Thank you for your help in making this a worthwhile and valuable study.

Sincerely yours,

Robert J. Hardig

Deck _____	1
Quest. _____	2-6

Opinions of Adult Students on Factors Relating to Enrollment

(Please circle the appropriate answer code for each question unless otherwise indicated.)

1a. Are you a full-time student?

Yes 1 7

No *(Skip to Q. 2)* 2

b. Have you continued your education from high school without interruption?

Yes *(Stop here and turn in your questionnaire)* . . 1 8

No *(Continue answering questionnaire)* 2

2. Is this the first course you have taken at this college?

Yes 1 9

No 2

Reasons for Taking Course	3a. When you enrolled for this course did you think it would help you to . . .		b. Do you feel this course has helped you to . . .		
	Yes	No	Yes	No	
Get better training for your job?	1	2	1	2	10,11
Prepare for a new job or occupation?	1	2	1	2	12,13
Develop a hobby?	1	2	1	2	14,15
Earn high school diploma?	1	2	1	2	16,17
Earn citizenship?	1	2	1	2	18,19
Meet new and interesting people?	1	2	1	2	20,21
Perform home-centered tasks, such as sewing, food preparation, home repairs, etc.?	1	2	1	2	22,23
Become better informed?	1	2	1	2	24,25
Escape your daily routine?	1	2	1	2	26,27
Other? *(Specify)* _____	1	2	1	2	28,29

4a. Are there any courses which are not now offered by the college that you would like to take?

Yes 1 30

No *(Skip to Q. 5)* 2

b. What additional courses would you like the college to offer?

_____ 31-34

_____

_____

35-80/BK
1/2
2-6/DUP

The following list identifies ways in which you may have learned about course(s) available at the community college. How did these sources of information affect your decision to enroll at the college?

Source of Information	5a. Have you ever learned anything about courses available at this community college from . . .			b. If yes, did you first learn about this course from . . . *(Circle one only)*		c. Which of the items listed was the most important source of information for this course? *(Circle one only)*		d. Have you ever been discouraged from enrolling in any course by information you received through . . .		
	Yes	No						Yes	No	
NEWS MEDIA										
Newspaper advertisement?	1	2	7	01	27-28	01	29-30	1	2	31
Newspaper news story?	1	2	8	02		02		1	2	32
Television advertisement?	1	2	9	03		03		1	2	33
Television news story?	1	2	10	04		04		1	2	34
Radio advertisement?	1	2	11	05		05		1	2	35
Radio news story?	1	2	12	06		06		1	2	36
COLLEGE NOTICES										
College catalog?	1	2	13	07		07		1	2	37
Course schedule for the term?	1	2	14	08		08		1	2	38
Flyer concerning courses?	1	2	15	09		09		1	2	39
Poster?	1	2	16	10		10		1	2	40
Billboard?	1	2	17	11		11		1	2	41
WORD OF MOUTH										
Lecture about college courses?	1	2	18	12		12		1	2	42
Announcement at a meeting?	1	2	19	13		13		1	2	43
Teacher or counselor at the college?	1	2	20	14		14		1	2	44
Friend or neighbor?	1	2	21	15		15		1	2	45
Relative?	1	2	22	16		16		1	2	46
Employer or supervisor? . .	1	2	23	17		17		1	2	47
Co-worker?	1	2	24	18		18		1	2	48
Contacted college for information?	1	2	25	19		19		1	2	49
Other? *(Specify)* _____	1	2	26	20		20		1	2	50

6a. Do you think there is a better way for the college to inform you of its course offerings?

Yes 1 61

No *(Skip to Q. 7)* 2

b. What are your suggestions?

_____ 62-65

_____

_____

7. What is the size of the community where you currently live? *(Circle one)*

Over 2,000,000	50,000 to 2,000,000	10,000 to 49,999	Under 10,000	Rural	
1	2	3	4	5	66

8. How many years of school have you completed?

Less than 12 years 1 67

12 or more years 2

9. Which of the following best represents your age group?

Under 20 . . . . . 1 68

20-29 2

30-39 3

40-49 4

50-59 5

60 and over 6

10. What is your sex?

Male 1 69

Female 2

11. Are you currently employed full-time or part-time? *(Circle one)*

Yes, full-time 1 60

Yes, part-time 2

Not currently employed *(Skip to Q. 13)* 3

12. What type of work do you do? *(Circle one)*

Professional, technical *(e.g., engineers, accountants, lawyers, teachers)*	01	61,62
Managers and administrators *(e.g., bank officers, buyers, military officers, school administrators)*	02	
Clerical *(e.g., secretaries, bank tellers, keypunch operators)*	03	
Sales workers *(e.g., sales clerks, insurance agents, real estate agents)*	04	
Craftsmen and foremen *(e.g., carpenters, mechanics)*	05	
Operatives, except transport *(e.g., assembly line workers, machine operators)*	06	
Transport equipment operatives *(e.g., truck drivers, bus drivers)*	07	
Service workers *(e.g., cleaning service workers, food service workers, personal service workers, protective service workers)*	08	
Laborers, except farm *(e.g., warehousemen, garbage collectors, stockhandlers)*	09	
Farmers and farm managers	10	
Farm laborers and farm foremen	11	
Private household workers *(e.g., child care, maids, housekeepers)*	12	
Other *(Specify using at least two words)* _____ _____	13	

13. What is your current marital status?

Married	1	63
Divorced	2	
Separated	3	
Widowed	4	
Never married	5	

14. What was your total family income in 1975 before taxes . . .

Under $10,000,	1	64
$10,000-$20,000, or	2	
Over $20,000?	3	

15. What is your racial background?

White/Caucasian	1	65
Black/Negro/Afro-American	2	
Oriental	3	
Mexican-American/Chicano	4	
Puerto-Rican/American	5	
Other *(Specify)* _____	6	

66-80/BK

THANK YOU FOR YOUR COOPERATION

1613 West Park Avenue
Champaign, IL 61820
Current Date

Administrator
Adult and Continuing Education
Community College
Illinois

Dear :

Thank you for your assistance and cooperation in collecting the data for my study. I appreciated the friendliness and helpfulness provided by your secretary and the instructors of the classes selected for the study.

I am hoping to return to your district in June to do a random survey of non-participants.

Again thank you for making my trip to (community college) such a success. I received (number) of (number) packets of questionnaires with (number) usable questionnaires. This is well within my range of 100-150 questionnaires per college.*

Sincerely yours,

Robert J. Hardig

*These letters were worded slightly differently for each of the community colleges visited. This is the basic content of the letter.

APPENDIX F

Deck _____	1
Quest. _____	2-6

Telephone Survey of Non-Participants Regarding Local Community College Programs and Course Offerings

Hello. May I speak to _____? My name is Bob Hardig and I am an instructor at Parkland College in Champaign. I am doing a study to determine the best way of informing adults about the course offerings at their local community college, and I'd like to ask you a few questions about this. First,

1. Are you presently enrolled in a course at _____?

Yes (Thank you. Goodby.) 1 7

No 2

2a. Have you ever taken a course at _____?

Yes 1 8

No 2

b. Have you ever participated in any adult educational activities (such as evening classes, correspondence courses, lecture series) offered by some other organization?

Yes 1 9

No 2

There are many different ways in which _____ tries to inform the community about its programs and courses for adults.

3. Have you ever heard about the course offerings available at _____ through . . .

	Yes	No	
Newspaper advertisements?	1	2	10
Newspaper news stories?	1	2	11
Television advertisements?	1	2	12
Television news stories?	1	2	13
Radio advertisements?	1	2	14
Radio news stories?	1	2	15
College catalog?	1	2	16
Course schedule for the term?	1	2	17
Flyers concerning the courses?	1	2	18
Posters?	1	2	19
Billboards?	1	2	20

	Yes	No	
Lectures about college courses?	1	2	21
Announcements at a meeting?	1	2	22
Teachers or counselors at the college?	1	2	23
Friends or neighbors?	1	2	24
Relatives?	1	2	25
Employers or supervisors?	1	2	26
Co-workers?	1	2	27
Have you ever contacted the college for information?	1	2	28

4a. Have you ever learned about course offerings available at _____ through any other method?

Yes 1 29

No (Skip to Q. 5) 2

b. What method(s) was this?

_____ 30-33

_____

5. How well informed do you feel you are regarding the program and course offerings at _____? Would you say you are . . .

Very well informed, ... 1 34

Somewhat well informed, ... 2

Not very well informed, or 3

Not at all informed? 4

6. How interested are you in learning more about the programs or course offerings at _____? Are you . . .

Very interested, ... 1 35

Somewhat interested, ... 2

Not very interested, or 3

Not at all interested? 4

7a. Do you think there is a better way for the college to inform you about the programs or course offerings available?

Yes 1 36

No (Skip to Q. 8) 2

b. What suggestions do you have?

_____ 37-40

_____

8. What is the highest grade or year of school that you have completed?

Less than 12 years 1 41

12 or more years 2

9. What is your main occupation or job title?

_____ 42,43

10. In what year were you born?

_____ 44

11. What is your current marital status? Are you . . .

Married, ... 1 45

Divorced, ... 2

Separated, ... 3

Widowed, or 4

Never married? 5

12. What is your racial background? (Do not read)

White/Caucasian 1 46

Black/Negro/Afro-American 2

Oriental 3

Mexican-American/Chicano 4

Puerto-Rican/American 5

Other (specify) _____ 6

13. Was your total family income in 1975 before taxes . . .

More than $10,000? No 1 47

More than $20,000? No 2

Yes 3

Don't know . . 8

Refused 9

14. (Circle, but do not ask, sex of respondent.)

Male 1 48

Female 2

49-50/DK

THANK YOU FOR YOUR COOPERATION

Deck _____	1
Quest. _____	2-6

Telephone Survey of Businesses and/or Industries Regarding Local Community College Programs and Course Offerings

Hello. May I speak to _____? My name is Bob Hardig and I am an instructor at Parkland College in Champaign. I am doing a study to determine how well informed the businesses of the local community college district are regarding the course offerings which might be beneficial to their employees, and I would like to ask you a few questions about this.

1. About how many employees took courses at _____ during the past academic year?

_____ 7-9

Don't know . 998

2. Does your firm encourage employees to take courses at _____ by . . .

	Yes	No	DK	
Allowing flexible work hours?	1	2	8	10
Giving definite pay incentives?	1	2	8	11
Partial reimbursement of training costs?	1	2	8	12
100% reimbursement of training costs?	1	2	8	13
Paying for the time spent in the classroom?	1	2	8	14
Other (specify) _____ . .	1	2	8	15

3a. Does _____ inform your firm of its programs or course offerings?

Yes 1 16

No (Skip to Q. 4) 2

Don't know (Skip to Q. 4) . . . 8

b. What method does _____ use to do this?

_____ 17-20

_____

4a. Does your firm publicize information regarding programs or course offerings at _____ to your employees?

Yes 1 21

No (Skip to Q. 5) 2

Don't know (Skip to Q. 5) . . . 8

b. What methods are used to do this?

_____ 22-25

_____

5. In general, how well informed do you feel your employees are regarding the programs and course offerings at _____? Would you say they are . . .

Very well informed 1 26

Somewhat well informed 2

Not very well informed 3

Not at all informed 4

Don't know 8

6a. Do you think there is a better way for the college to inform your company of available programs and course offerings?

Yes 1 27

No (Skip to Q. 7) 2

Don't know (Skip to Q. 7) . . . 8

b. What are your suggestions?

_____ 28-31

_____

7. How many people are currently employed by your firm?

_____ 32-36

37-80/BK

THANK YOU FOR YOUR COOPERATION

Community College Adult and Continuing Education Survey
Interviewer Report Form

Quest. ID# _____

Final Int. ID# _____

Name _____

Address _____ Town _____

Phone _____

Contact attempts	Date	Time	Result: Int.	Ref.	No contact made this attempt (N/A, busy, etc.	Appts./Other
1st	____	____	1	2	3	_____
2nd	____	____	1	2	3	_____
3rd	____	____	1	2	3	_____
4th	____	____	1	2	3	_____
5th	____	____	1	2	3	_____

Interviewer Notes: _____

_____

_____

Final Disposition

Interview 1

Refusal (Specify) _____

_____ 2

Noncontact _____ 3

Unable to locate _____ 4

Unavailable _____ 5

Ineligible _____ 6

Other (Specify) _____

_____ 7

1613 West Park Avenue
Champaign, IL 61820
Current Date

Administrator
Adult and Continuing Education
Community College
Illinois

Dear :

Once more I would like to thank you for your assistance and cooperation in collecting the data for my study. During each of my two visits to your campus, I appreciated the friendly and helpful attitudes of all those with whom I came in contact.

I have completed my data collection and should get all of my computer printouts soon.

Again thank you for making both of my visits to (community college) a real success. As I believe I indicated to you during my last trip to your campus, I hope to have the monograph prepared for distribution by December.*

Sincerely yours,

Robert J. Hardig

*These letters were worded slightly differently for each of the community colleges visited. This is the basic content of the letter.

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 7 1977

CLEARINGHOUSE FOR
JUNIOR COLLEGES